

Childhood Education

Reaching for

a World View

December 1961



Journal of the Association for Childhood Education International

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For Those
Concerned with
Children 2-12

*To Stimulate Thinking
Rather Than Advocate
Fixed Practices*

Childhood Education

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Volume 38

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An outdoor reading class in Burma

By VERA MICHELES DEAN

Emerging Nations

What Should We Know About Their Cultures?

WHEN WE SPEAK OF "EMERGING CULTURES," WE THINK ABOUT THE peoples of what we call the "emerging nations." These are the peoples of Asia, Africa, the Middle East (we would be wise to include also the peoples of Latin America) who at one time or another, many of them as late as this year, were ruled by the great powers of the West. They have either achieved political independence since World War II or, if they threw off colonial rule in the nineteenth century, like the Latin Americans, are still struggling to overcome technological and economic backwardness.

Until recently we knew little about the peoples who live outside Europe and North America. When our newspapers did carry news about them, it was in dramatic terms—about revolutions or earthquakes, famines or floods. We seldom thought of these peoples as individual human beings, with hopes and fears and aspirations of their own. In fact, wherever they were ruled by colonial powers, we received our impressions of them not directly but through the eyes of Western colonizers.

Now that dozens of new nations have emerged on the world scene—from India to Nigeria, from Iraq to Ghana—we see their peoples in a different light. Their governments are represented in the United Nations, where their spokesmen join the Western nations and the Soviet bloc in debates about the world's affairs. Their young men and women study in our colleges and universities. More and more Americans visit the emerging nations for business; for study; or for the pleasure of seeing magnificent scenery, ancient monuments and, above all, endlessly fascinating human beings.

Treasure of Other Cultures

What we now want to know—and should know—are the treasures which the cultures of emerging nations have contributed to the world's heritage. Too often when we think of Asia, Africa, the Middle East, Latin America, we think of peoples who live in primitive villages; who lack even the simplest conveniences; who are hungry, illiterate and ridden with disease. To many among us, they seem backward as compared with us and our technological development.

All this is often true. If this is the only image we have of emerging peoples, then this image is false. Over the millennia or centuries of their

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history, these peoples have produced great literature, music and works of art—the Taj Mahal, the Maya temples, the pyramids; they have shown a capacity to govern vast territories, as in India; they have given the world philosophies and religions—Hinduism, Buddhism, Islam—which have profoundly affected world thought.

Their Future, Ours, Too

If we are to understand the emerging peoples, we must study not only their problems of today but the achievements of mind, spirit and hand-craft they wrought yesterday. We must also listen to their dreams for improving their lot tomorrow and help them in every way we can to make these dreams come true—for now their future is also our future. And our own intellectual life will be all the richer by sharing the treasures of other cultures.

Studying Africa

By EDWARD WARNER BRICE

Exploring Africa and its peoples—that is the opportunity afforded by the modern social studies program. How can our elementary schools more fully meet the challenge of helping children understand the emerging cultures of Africa?

AFRICA IS NOT THE "GREAT DARK Continent" but the "Continent of the Future." It is one of the strangest and most fascinating places in the world. Africa is the cradle of civilization and the birthplace of written history. It is a land of great contrasts and contradictions. It is a land of dreary deserts, green foothills, sweltering jungles, rugged mountains, level plains, wild animals, and diverse peoples with many different customs.

Africa is roughly a plateau, broken and elevated in the south and lower toward the north, with mountains of varying heights along the northern flank. It has an area of 11,700,000 square miles and is as big as the United States, Western Europe, India and China combined. About 9,000,000 square miles of the area lie in the tropics. Two sections, the extreme northern and southern, are outside the tropics. The continent lies athwart the equator and projects almost equally in the northern and southern hemispheres.

Africa is generally divided into two major sections: North Africa, which is above the Sahara, and Africa below the Sahara Desert. Africa below the Sahara is a vast region which has been subdivided into four major parts: West Africa, East Africa, Central Africa and South Africa.

Its Peoples, Products, Governmental Systems

The peoples of this vast continent come from many races or stocks or from a mixture of two or more of them. The chief racial groupings are: the Negritos or Pygmies; the Bushmen and Hottentots or Khoisan peoples; the Negroes; the Hamites, from whose intermarriage with Negroes and other groups arose the Nilotes, Nilo-Hamites and Bantu; and the Semites or Arabs who came last upon the scene.

Today there are approximately 221,000,000 people in Africa. These people

are astoundingly variegated and form some of the most colorful people found anywhere. They speak something like 800 languages and major dialects. The major religious groups are Christian, Moslem, pagan and animist.

The total white European population of Africa is approximately 6,000,000. The only other sizable groups, who are the descendants of early settlers, are the Indians and the Lebanese.

Africa is an important source of raw materials. It produces something like ninety-eight per cent of the diamonds of the world; more than fifty per cent of the gold; twenty per cent of the copper; and large quantities of critical metals such as uranium, manganese and chromium.

In 1941 Africa could claim only five independent countries. As of July 1, 1961, there were thirty-nine major political divisions or countries in Africa. The majority of these had gained independence since 1957.

Africa is an agricultural continent with very little large-scale trade or commerce. The people live in small and large villages under a predominantly tribal structure. However, the tribal system is undergoing serious strain from the pressure of growing nationalism, increasing industrialization and urbanization. It is estimated that 40,000,000 Africans have left their tribes and taken up residence in towns and villages.

Not an Isolated Study

Studying about Africa or any other continent cannot be isolated from the total program of education. Particularly is this true of the elementary school level where the solid foundation for international understanding and appreciation should be properly laid.

The study of Africa should be more than a mere incident in the modern school program. It should be included as an

integral part of the school program which deals with other peoples in other lands. It should be a real adventure for children and teachers who are willing to discard old stereotypes and outmoded concepts for new ideas and refreshing, interesting changes among the peoples of one of the major cultural regions of the world.

There is no significant difference in teaching and learning about Africa than any other cultural region of the world. Generally, the larger objectives for teaching children about any cultural group are:

- to extend children's experiences and help them gain information that will enable them to think intelligently and without prejudice about other nations and races
- to give children practice in social situations and in acquiring techniques of securing, organizing, using and weighing information.

Specific objectives relating to these larger objectives are:

- to help children gain a better understanding and appreciation of African peoples through knowing them in their home relations and activities, business and governmental relationships and activities, leisure time and cultural pursuits
- to help children gain a better understanding of African peoples in their own environment and of why they live as they do.

In studying about Africa the essential meanings to be learned are basically of the same character as the meanings to be gained from studying people from any cultural region. These essential meanings should be considered as more than mere factual information. They should include the desired outcomes which result in appreciations and insights which are basic to further growth and understanding. These major outcomes may be summarized as:

- an appreciation of Africa's cultural contribution
- an appreciation of our living conditions as compared with those of African peoples

(Continued on next page)

- an appreciation of how African peoples have adapted themselves to their environment
- knowledge or understanding of the location of Africa in what part of Africa most people live and why the peoples of Africa how food is obtained and prepared how African peoples dress other significant cultural information.

At the elementary school level the study of people should mainly emphasize understanding them as world neighbors and as individuals who work and live to produce handicrafts, works of music, art and sculpture and who earn a living at varying levels of efficiency.

Selected References for Teaching and Learning About Africa

There is a dearth of well-written materials about Africa on the elementary level. Fortunately, some authors are devoting increasing attention to writing such educational materials. The references suggested here have some weaknesses in that all of the listings are not complete and annotations are not included for most items.

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Magazine

Virginia Teachers Association Bulletin. Richmond, Va.: The Association, Jan. 1960.

Films*

African Tribes: 9 minutes.
African Fauna: 10 minutes.
Growth of Mankind: 16 minutes.
Life in the Sahara: 15 minutes.
A Giant People: 11 minutes.

Lantern Slides* (available on the following subjects)

Africa, British and Central
The Congo Region
Development of Early Civilization
Early Civilization
Africa-Tunis, Egypt, Morocco, Algeria, Union of South Africa
Arabian Desert Life and Culture

Filmstrips*

Africa
Belgian Congo
The People of North Africa
South Africa and Its Problems
Peoples of Central and Southern Africa

* Sources for these and other audio-visual aids are listed in the following:
Selected Films on Africa. New York: World Affairs Center, 25 cents.
Kenworthy, Leonard S. and Thomas L. *Free and Inexpensive Materials on Africa*. Brooklyn: World Affairs Materials, Brooklyn College, 25 cents.

The United Nations and the Real World

Address by The Honorable Chester Bowles, Under Secretary of State, at the United Nations Day Luncheon in Washington, D. C., October 24, 1961.

EACH YEAR ON UNITED NATIONS DAY IN late October we meet together to rededicate ourselves to the vision of a world at peace, to a brave, new world in which nations great and small will settle their differences in harmony.

This dream of a united world is an ancient and honorable one, the product of the best in the moral and ethical and religious heritage of every great civilization.

This dream will never die. Eventually, I am sure, it will come true.

But on United Nations Day 1961, against the background of Berlin, Laos, the stepped-up armament race, and the conflicts over the future of the U.N. itself, cooperation and understanding between the great powers seem remote and unrealistic. The world has never appeared so overwhelmingly complex, so agonizingly insecure, and so desperately at odds.

Yet despite its aching conflicts, I believe that the real world of 1961 is no place for a Cassandra. Although the future is exceedingly dangerous, its hopeful possibilities are infinite. If we are to understand the prospects and problems of the United Nations in this world of conflicting danger and hope, we must understand the forces at work in it.

We are contending with two mighty rival tides, running at cross-current. At times these two tides seem so contradic-

tory that we are tempted to conclude that one is the reality and the other an illusion.

On the one hand, we have the massive tide of Cold War conflict. This is the world of barbed wire and stone walls, of sneak raids in the jungle and threats of nuclear destruction, the world of violence, distrust and fear, of stand-off and fall-out.

This rampaging tide of Cold War conflict has dominated the headlines since Stalin first threatened Greece and Turkey in 1946.

And yet, parallel to the arms race, coexistent with tension, and largely obscured from public understanding, another tide has been running toward freedom, toward hope, toward increased understanding and justice among nations and men.

What are the components of this less dramatic but perhaps decisive tide of human effort?

First is the movement toward national independence through which 900 million Asians and Africans have thrown off the rule of the old European trading empires to create forty-two new countries within fifteen years. This wave of liberation may earn more pages in the history of our time than the Cold War itself.

When World War II broke out in 1939, more than one-third of all mankind lived in dependent status under the rule of the European countries. Today, less

than a generation later, the number is fewer than two per cent. Moreover, in large measure this world-wide emancipation has been accomplished without bloodshed.

Today this anti-colonial revolution is entering its final and most difficult stages. It would be folly to assume that the final act of colonial liquidation will be painless. Yet the progress in recent years has been extraordinary.

The *second* aspect of this hopeful tide is the world-wide determination to attack the hunger, disease and despair which for centuries have been the lot of the vast majority of the people of the underdeveloped world.

Although the needs are appalling, an impressive start has been made in providing massive technical and capital aid for their economic and social development.

Until recently, the United States was one of a handful of non-colonial nations engaged in overseas aid. Now some fifteen industrialized nations are offering their capital and technical skills to help speed the progress of economic and social development in the less developed area. Much of this assistance is now being coordinated through regional and international institutions.

So here we have more positive evidence that the counter tide of hope is running strong in world affairs.

A *third* hopeful phenomenon has been the rapid emergence of new international communities of sovereign states which are learning to work in free association for common purposes.

Since the end of World War II there has been a great reaching out across national frontiers, a groping for new forms of international cooperation, and the sudden appearance of new institutions in what remains an unplanned and still embryonic world community.

In the confusion and hurly-burly of the Cold War, it is easy to forget that Western Europe, the cockpit of great wars since the days of the Romans, is now being regionally integrated into a great common market of 350 million skilled peoples, with high and rising standards of living, based on an industrial complex second only to that of the United States.

Moreover, as the United States and Canada reach across the North Atlantic to establish close economic and political cooperation with this vital new European development, we see the institutional framework of an Atlantic Community gradually taking shape.

Meanwhile the institutions of our own Western Hemisphere are expanding in size and becoming more versatile in purpose. The new Alliance for Progress looks forward to hemispheric political, economic and social cooperation on a scale that could scarcely have been imagined before World War II.

In the Act of Bogota and the Declaration of Punta del Este, nineteen Latin American nations have joined in partnership with the United States in all-out effort to hasten their development.

The challenge posed by this Alliance is an enormous one. The Act of Bogota declared, "The success of a cooperative program of economic and social progress will require maximum self-help efforts on the part of the American republics and in many cases the improvement of existing institutions and practices, particularly in the fields of taxation, the ownership and use of land, education and training, health and housing."

This calls for no less than a political, economic, and social revolution designed to modernize and invigorate old societies and to bring new opportunities and dignity to their people.

Seven of the Latin American nations are also exploring the possibilities of a

common market. Similar economic integration is moving ahead in Central America.

In Southeast Asia regional planning and regional projects, including the vast Mekong River development program, are also moving through the planning stages.

Here in the creation of international agencies and associations we see further evidence of progress toward human betterment and understanding which our grandfathers could scarcely have imagined.

UN and Tides of Conflict and Hope

Now let us consider the United Nations. How does it relate to these twin tides of conflict and hope?

In our frustration with the complex and largely unfamiliar world around us there is a temptation even among the most thoughtful and informed observers to see the possibilities only in terms of the black and white contrasts.

The task of dealing with varying shades of grey is unfamiliar, uncomfortable, and unsatisfactory to many Americans. Our experience in building this great nation has conditioned us to believe that there are only two sides to every question, one right and one wrong; that if there are problems, there must be solutions; that if there is struggle, there must be total victory for one and total defeat for the other.

This "all or nothing" attitude is a vital part of the American character and one which has given us much of the special energy and determination which have typified our country since its earliest days.

However, the new world with which we must deal is one of infinite complexity in which simple solutions are rarely available. We represent only six per cent of mankind and even with all our great

industries and military power there are strict limitations on what we can do.

It is inevitable that Americans who fail to understand the complexities with which the United Nations must deal should charge that this great world organization has failed to do what it was set up to do.

At the same time, however, another aspect of the American character is helping to move us toward the mature understanding of possibilities and limitations which is basic to an effective foreign policy. I refer to our traditional appreciation of variety, to our acceptance of the give-and-take of honest differences, to our belief that a healthy society thrives not on conformity but on diversity.

This is the spirit which we must bring to all we attempt to accomplish in our troubled world. To behave otherwise by creating our own rigid doctrinaire orthodoxy, as do the apostles of modern-day Marxism, would be to gravely weaken our capacity to bring our great influence effectively to bear on the agonizing questions which confront us all.

As President Kennedy said a month ago in his speech to the United Nations General Assembly, "We cannot expect that all nations will adopt like systems, for conformity is the jailer of freedom and the enemy of growth."

An added dimension to the sheer complexity of the challenge is the often overlooked fact that there are not one but many threats to the peace.

In the Middle East, in South Asia, in the Caribbean, even in Africa, there are stubborn and dangerous conflicts and belligerent confrontations which have nothing to do with the Cold War.

If the super powers were by some magic to settle their differences tomorrow, some half dozen conflicts would remain which could produce a very sizable war at any moment. And while

missiles which carry thermo-nuclear warheads are incredibly more destructive than World War II field artillery, their aggressive use to promote national ambitions is no easier to justify.

The new nations of Africa and Asia are properly alarmed by the dangerous implications of the big-power nuclear arms race. But they should not forget that they, too, may have contributions to make to the peace of the world in their own backyards.

UN's Record

Now what is the record of the United Nations judged against this complex and difficult background? Certainly its development has not followed the lines laid down in 1945. The hopes for unity among the world's great powers, so tenuously constructed during World War II, failed even to survive the first years of the post-war world.

But in considering the changes of function and emphasis which grew out of the Cold War situation, let us be frank.

If it had not been assumed that the United Nations would be dominated by the Security Council in which we have the veto, the United States Senate never would have voted to join. Yet within a few years the United States and a majority of the members found ways around this veto power; and it was this that made it possible for the United Nations to develop its capacity for executive action.

The Soviet response to this movement to transform the United Nations into a functioning world organization, capable of united action in an emergency, is recorded in its ninety-five vetoes, in its efforts to cripple the Secretariat, and in Mr. Khrushchev's belligerent statement of last spring in which he said he would use armed force to prevent the U.N. from carrying out any decision with which the Soviet Union did not agree.

Under these circumstances it is not surprising that much of what the U.N. has accomplished has been accomplished without the participation and frequently over the opposition of the Soviet Union.

And yet in spite of the determined opposition of one of its most powerful members, the U.N. and its family of specialized agencies have acted with increasing vigor and imagination. Let us briefly consider the remarkable accomplishments of some of these new agencies.

The World Health Organization, for example, is now conducting a world-wide campaign to eliminate malaria, a disease which has caused more deaths and more loss of work than any other in history. It also has launched a campaign to help bring clean water to every village on the globe.

Last year the United Nations Children's Fund, with ninety-eight governments participating, brought better care to 55 million expectant and nursing mothers. It also examined 75 million children for yaws, at an average cost of 15 cents a head.

The World Meteorological Organization is planning a world-wide weather reporting system. The International Telecommunications Union now allocates radio frequencies for the whole world.

In addition there is the equally effective work of the other specialized agencies, of the Technical Assistance program, of the Special Fund, and the new and promising program for recruiting expert personnel for the developing countries. Each of these U.N. agencies is handling tasks which were barely conceivable a generation ago.

Moreover, in every field the regional economic and social cooperation through the bi-national and multi-national agreements of which I spoke earlier is matched by the development of vigorously creative U.N. regional agencies such as ECAFE

—the Economic Commission for Asia and the Far East—and ECLA—the Economic Commission for Latin America.

The capacity of the United Nations itself for positive political and economic action was brilliantly demonstrated in the Congo during the past year. Although the final record has not been written and much remains to be done, let us briefly review the progress so far:

When the Congo threatened to fall apart in the summer of 1960, many of the 9,000 European experts who had been managing the productive facilities, the public services, and the technical branches of the economy packed up and went home.

A tiny corps of some 200 United Nations experts, most of them drawn hurriedly from the U.N. Secretariat and the Specialized Agencies, was organized to fill the gap. These international public servants faced a situation in which starvation was claiming scores of people every day, unemployment was rampant, government revenues and exports and reserves were falling, inflation was mounting, and public services were disrupted.

By late 1960 a semblance of order had begun to emerge from the chaos; epidemics were checked, and starvation ended. Somehow, under incredibly difficult circumstances, this United Nations team of technicians and advisors managed to get the wheels turning again.

Then began an even more important task: the long-range job of helping the Congolese to train their own administrative and technical personnel and to create their own institutions. Although this process is in its beginning stages, the results appear promising.

Thus the entire Congo performance has been an extraordinary tribute to the U.N.'s capacity for direct executive action in the complex field of economic and social development.

The Congo also illustrates the U.N. capacity to act politically to create a more solid base for peace and security. There is no need to remind this audience of the remarkable performance of the United Nations in throwing together under the most difficult and urgent circumstances an emergency force of nearly 20,000 men drawn from twenty-eight countries.

The ability of this organization to mobilize, transport, supply, and command a major peace-keeping force on short notice exceeded almost everyone's expectations.

The challenge in the Congo is the latest and severest test of the U.N. as peace-maker. In addition there is the record of the U.N. peace-keeping roles in Iran, Greece, Palestine, Suez, and Korea.

Finally, in addition to promoting economic and social progress and to keeping the peace, the United Nations has served with considerable effectiveness as an international forum for the airing of disputes.

Although its detractors refer to this function as a debating society, the debates which take place there, in spite of the bitterness and demagogery with which they are often conducted, are of the utmost importance.

The issues that come before the United Nations are the oldest and most intractable issues of history which cannot be effectively aired in any other arena.

The annual agenda therefore is no less than the agenda of mankind's most pressing problems in the second half of the 20th century. To mention only a few:

How can we create machinery for keeping the peace?

How can we strengthen the concept of international law?

How can we secure outer space for peaceful use?

(Continued on next page)

How can we wipe out the poverty that breeds hatred and upheaval?

How can we better protect human rights and promote a greater measure of justice?

It is true that answers so far have been few and far between. But isn't it a long step toward international sanity to be able to debate them in a world-wide forum in which every viewpoint is represented, and where world opinion can be brought to bear?

Cynics deny even the existence of world opinion, and cynical nations do not hesitate to flaunt it. Yet whatever leader or nation consistently disregards the opinion of mankind will eventually pay, and as time goes on, I believe that the price he pays will become higher.

And here I cannot refrain from replying to the one question which ranks above all others on the agenda of mankind: the question of world disarmament.

If I correctly recall the gospel according to Karl Marx, capitalist societies are kept economically afloat only by war or the prospect of war.

If this is the Communist doctrine, and no good Marxist will deny it, why does the Kremlin not agree to a program of honest disarmament with suitable controls agreeable to all of us?

According to their monolithic creed, would not a sharp reduction of defense spending in the United States bring about the collapse of our economy? Would not millions of unemployed roam the land, and grass grow in our streets? And, in due course, would this not result in the Communists inheriting the earth without a shot being fired?

If this is what the Communists believe to be true, why does the Kremlin refuse to act in accordance with their doctrine? Why do they refuse to accept our challenge to a peaceful competition between their economic, political and social system and our own?

The answer, I believe, lies in the fact that they know that our economy would not collapse and that in such a competition they would be the loser.

Assessing UN and 1961 Real World

How then can we assess the United Nations in the real world of 1961?

Clearly we cannot say that it has abolished the threat of war or even that it has narrowed the gap of disagreement among the world's great powers.

Yet the record is in many ways extraordinary. Although sorely hampered by the vast ideological struggle which commands the unflagging energies of free men everywhere, the United Nations has somehow grown and developed by associating itself ever more effectively with the powerful currents of hope.

Where great issues of justice have been raised, it has served as a meeting house for the opinion of all humanity.

Where violence has threatened, it has time and again proved its growing capacity to divert the pressures and to preserve the peace.

Where peoples have been striving for an end to the tyranny of poverty, it has opened new paths for the indispensable cooperation in the battle against human misery.

We live in a raucous, restless, ill-mannered world in which a Community of Hope exists side by side with a Community of Fear. The Cold War conflict is paralleled by a growing partnership between the United States, the peoples of Asia, Africa and Latin America. It is this evolving world which helps shape the United Nations and which, increasingly, may be shaped by it.

Indeed, I believe there is solid basis for a measured optimism about the future of this great organization.

The new and growing nations, which now form the majority of the United

Nations, most urgently need its protection and its help. Why should these nations act to weaken or destroy the international institutional arrangements which are providing them security, economic aid and the opportunity to make their views heard?

For them the United Nations Charter is the best guarantee of their right to develop their own nations in their own way.

No, the United Nations is not likely to be destroyed by the majority of its members, however recklessly determined they may sometimes appear to do precisely that. Nor are we likely to destroy or weaken it by our failure to provide the necessary support and the leadership.

President Kennedy put it very simply and directly when he declared to the General Assembly: "Today of all days our dedication to the Charter must be maintained."

Tribute to Hammerskjold

One final word. I cannot close without paying tribute to the man who more than any other of our generation has helped to make the United Nations what we all know it must become.

In his final report to the organization whose voice and conscience he became,

Dag Hammarskjold issued this quiet warning:

"The effort through the Organization to find a way by which the world community might, step by step, grow into organized international cooperation within the Charter, must either progress or recede.

"Those whose reactions to the work of the Organization hamper its development or reduce its possibilities of effective action, may have to shoulder the responsibility for a return to a state of affairs which governments had already found too dangerous after the first World War."

In Dag Hammarskjold was combined an inspiring idealism with the hard common sense of the practical politician. The real world of 1961 was precisely the world with which he was concerned, and it was in that world that he enabled the United Nations to operate with growing effectiveness.

We who carry on can do no better than to follow in the course which he charted.

We must continue to maintain the vision to which the United Nations has always aspired. Only by so doing can we make the United Nations the instrument of the world-wide Community of Hope which its founders intended it to be.

Give me wide walls to build my house of life,
The North shall be of love against the wind of fate,
The South of tolerance that I may outwit hate,
The East of faith, that rises fresh each day,
The West of hope that e'en dies gloriously.
The Threshold 'neath my feet shall be humility,
The Roof, the very Sky itself, Infinity,
Give me wide walls to build my house of life.

—AUGUSTA UNKNOWN

Build a Bridge to the East

Scholars in the West and the Orient have studied each other's cultures. Unless this knowledge reaches the child in school, there can be little progress toward the understanding on which peace of the world depends.

AS I ENTERED A SIXTH-GRADE CLASSROOM in Manila, the children turned to see the visitor with the principal. Their faces registered wonder, curiosity and welcome. The principal introduced me with pride. "Our visitor," she said, "has come a long way across the ocean from the United States of America." The teacher warmly greeted me and then asked the class, "Who would like to find the United States on the map?" A boy went to the world map and without hesitation pointed to America. Then he asked, "Where do you live?" I replied, "In the capital, Washington." On the map he pointed to the state of Washington. The teacher said, "Yes, that is Washington but not the capital." The teacher nodded to another pupil for an answer. She went to the map, found Washington, D. C., and then smiled at the visitor. Many questions followed. The children wanted to know by which route I had come to Manila; where I was going; how long I would stay. Then there was a question which warmed my heart. "Will you write to us when you return?"

Desire for Friendship

I told the children it would be a long time before I planned to be back in

Washington but when I did get home they could expect a letter. I was impressed with the eagerness of the children to know about the United States and their desire to keep in touch with the visitor from the West. It seemed to be a hopeful sign. With better communication and a mutual desire for friendship, the barriers between East and West would gradually be erased.

Asia is a matter of hours by jet. Today's miracle of modern airlines has brought us close to the East and its peoples who were once far away. Now it is possible for many Americans to travel to distant lands and to know people in other countries firsthand—their customs, way of life and many other things. Physical barriers no longer keep us apart. But there are other barriers which prevent full understanding; i.e., language, religion, social mores, race and system of government. Ignorance of the East can be considered a great privation which we should strive to overcome. When we go to another country, often we find our ideas about the country are outmoded. It is not enough to go as a traveler. We should also try to comprehend what we see.

Building Understanding Through Schools

There is great promise for building a bridge of understanding to the East through the schools. For many years our scholars in the West and the Orient have studied each other's cultures. Only recently has it been recognized that unless some of this knowledge reaches the child in the "ordinary" school there can be little progress toward the understanding on which peace of the world depends.

The years boys and girls spend in school are their most impressionable ones. It is at this time that their minds can be opened to new horizons of knowledge. With this in mind, the aim of all teachers should be to help children understand the momentous changes going on in the world and to appreciate the need for cooperation with peoples of other nationalities, races and creeds.

Teachers have a greater challenge than ever before to arouse children's interest in the peoples and cultures of Asia and other parts of the world. In a world that is shrinking rapidly, where relationships and contacts among peoples of the East and the West are becoming increasingly frequent and intimate, there is an alarming ignorance of each other's cultures and ways of living. The need for more concentration on systematic study of peoples who have been little known to us is a task which our schools must face and take steps to improve.

Changing Attitudes and Behavior

Efforts to improve our understanding of the East present several problems of curriculum, informational materials, teaching methods and the usual inquiry, "When can it be done?" But a more serious problem is how to go about chang-

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ing attitudes which children and teachers have already acquired. *The objective is to develop enlightened and sympathetic attitudes which will be reflected in behavior and understanding long after children have completed school.*

UNESCO Ten-Year Project

An important international project has provided a way of approaching the task of building bridges to the East and acquainting peoples in each sector with cultures of the Orient and the Occident. UNESCO, a specialized agency of the United Nations, in 1956 adopted a project to continue at least ten years. Its focus is on furthering a deeper knowledge and understanding of the cultural values of other peoples. *In many countries the project set in motion efforts to improve content of materials and preparation of teachers and to work out educational methods for presenting cultural values of peoples from East and West.*

In fermenting such a project UNESCO launched a movement to make peoples of East and West become more keenly conscious of many links which bind these two regions of the world. *The project on mutual appreciation of East and West cultures has four basic objectives:*

- to study how peoples of other cultures live; to understand their hopes, problems and difficulties
- to study in general their achievements and contributions to human culture
- to demonstrate (in spite of cultural differences) a basic human solidarity and brotherhood

(Continued on next page)

- to cultivate a sympathy and an urgent sense of responsibility for relief of suffering and misery—improvement of the human lot in general through international cooperation.

Many schools will agree that they have not done as much as they could to teach about Eastern peoples and their cultures. One of the reasons for this is the dearth of textbook material on countries of the East. A textbook survey carried out by UNESCO in seventeen Western countries showed that material on Asia was incomplete, superficial and episodic. It was also found that the achievements of ancient and Eastern cultures were neglected. There was a false assumption that because of modern progress European cultures received more importance. These facts lead to the observation that often the student is left with misconceptions and lack of understanding about the great heritage and contributions of Eastern peoples.

Other findings about teaching in this area point to a further caution for teachers. The spirit of teaching about Asian countries is as important as the content of the lessons. Often teachers transmit their prejudices and their attitudes of negative thinking about the peoples of other lands. Since prejudices are deeply rooted, they can be modified only when brought to the surface and examined in the light of objective facts. The teacher who is free of prejudice and able to present a feeling of understanding toward race, color, religion and language can lead children through words and action to an appreciation of differences and values that will help to bring East and West together.

Stereotypes

We may be surprised to discover many stereotypes which children acquire and use in referring to other nationals. Almost every language has slang terms

for peoples of other nations, classes, races and religions. With them are crude and distorted concepts. Many of us recall that we used to identify China and its people with pigtails and bound feet. We were unable to distinguish different Asian peoples and to recognize differences among them. Another temptation has been to select and overemphasize the exotic and ancient elements of Asian life. Similarities and differences must be brought out to give a perspective and appreciation of the people and their life. Factual material should be rounded out with a human approach and presented in a way that children will have a genuine and natural interest in other peoples. We should encourage children to think of others like themselves.

Resource Materials

How do teachers bring to children these important learnings about the East? Of course, they need good background materials! A number of resource materials have been developed by UNESCO. *East and West—Toward Mutual Understanding* provides helpful background material and gives an overview of the project established by this international organization. The U. S. National Commission for UNESCO held a conference on this subject in 1959 and published a report, *Turn East Toward Asia*. In addition there were many fine background papers prepared for this meeting. More recently a new packet, *Richer by Asia*, with guides to reading has been prepared by the Children's Services Division of the American Library Association which opens up through books new horizons to the East. *Books on Asia for Children* (New York: The Asia Society, 112 East 64th Street, 1961) is helpful. These few references will guide the teacher to others if the desire to explore this area of teaching is a concern.

Classroom Experiences

Still other approaches will be to introduce activities in the classroom. These may take many forms—contacts with children and adults from other lands, creative dramatics, simple plays and pageants for older children, painting of murals, visits to museums and discussions based upon reading. Some schools have pen-pals in other lands, collect dolls, have cooking projects of recipes from other lands, exhibit objects of art and costumes. The range of possibilities for classroom experiences is extensive, pro-

viding a way to make such study come alive in the classroom.

Some schools engage in a total school project on Asia. This brings a greater impact in building understanding of peoples in distant lands. There has been an unprecedented shrinking of the globe as scientific discoveries have made the earth seem smaller. Peoples of East and West are living close in a physical sense. Building a bridge of understanding to the East is the only solution to free the coming generation of the barriers formed by prejudice and ignorance. It is through opening the windows of the mind that peaceful conditions will come to the world.

Christmas . . .

Not a day but a state of mind

Not gifts but endless giving of the spirit

Not a raid on counters piled high with things

but an uninterrupted stream of thoughtfulness

Not a box under a tree

but a treasure in the hearts of friends

A wish for everyone . . .

That every day be

Christmas.

Social Studies for Survival

WE ARE LIVING IN AN AGE OF REVOLUTION—a revolution which we, the United States of America, as Henry Steele Commager points out, are responsible for starting. As he says, we did not invent the ideas so boldly expressed in our Declaration of Independence—the equality of all men, the right of men to overthrow governments and make new governments—but we did the more dangerous thing of inventing the mechanisms that gave them life and meaning.¹ All over the world today peoples long in the grip of debilitating colonialism are struggling to do what we did nearly two hundred years ago. We watch their birth pangs in admiration not unmixed with fear as we realize the force so quickly and often so unpreparedly being unleashed over so many and such vast areas of the globe. As a great nation with two centuries of experience in attempting laboriously to work out details of our democratic forms of living, we are uniquely responsible for helping these new nations to realize their precious rights to life, liberty and the pursuit of happiness, those rights to which our forbears pledged their lives and their sacred honor. It is to the guarantee of these rights to all peoples that we teachers must daily pledge our lives and our sacred honor.

Oh, East is East and West is West
And never the two shall meet

wrote Kipling in the full flush of British empire building. How often today one is tempted to quote these lines in despair as effort after effort to bring together Russia and the United States—the two great giants of East and West—end in failure! Especially poignant is the plight of the new nations often ignorant of any understanding of the ideological differences involved as the cold war goes on. At such times we might reassure ourselves by quoting the last lines of Kipling's "The Ballad of East and West":

But there is neither East nor West,
Border, nor breed, nor birth,
When two strong men stand face to face,
Though they come from the ends of the earth.

This is the faith we must keep. It is the faith that differences can be resolved, that there is a universal quality in man, in all men, that makes it possible for us to deal with each other intelligently and fairly. This is the faith we teachers must never lose, the faith which by word and deed we must forever teach.

As a young man, some years before Kipling was born, Alfred Lord Tennyson in "Locksley Hall" foretold of "the heavens filled with commerce" but also "of the ghastly dew of the nations' airy navies grappling in the central blue." We

¹ Henry Steele Commager, "Our Declaration Is Still a Rallying Cry," *The New York Times Magazine*, July 2, 1961.

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of this generation, a hundred years later, have seen Tennyson's prophecy come true both in the constructive and the destructive use man has made of the air. But we have not seen the time that Tennyson also foretold when "the war drums throb no longer, the battle flag furled in the Parliament of man, the Federation of the World." Though Tennyson's dream has not been realized, we have seen giant steps taken toward it in our time. The League of Nations—with its high hopes and its many human achievements, many of which are little known—may have passed away, but not its influence. It lives again on a grander scale in the United Nations, not only through the Security Council and the General Assembly, beset as they are with threats to their disruption, but also through its many agencies—UNESCO, UNICEF, the Commission on Human Rights, for example. We teachers must support the United Nations, follow its deliberations, visit it as much as possible, identify with it. Above all, let us share our knowledge of it and our enthusiasm for it with children. It is the nearest approach we have yet made toward "the Parliament of Man, the Federation of the World"! More than any other group—yes, even perhaps more than our statesmen—we teachers have it in our power through our teaching to bring about that Parliament, that Federation through which alone can man reach his most profound destiny.

But—the atom bomb, the hydrogen bomb and now the neutron bomb! In the face of these, how far away Tennyson's dream seems! Each bomb has successively been more terrifying, more deadly. Travesty of travesties, the latest—the

neutron—is so designed as to wipe out life but leave buildings intact. What can we teachers do to proclaim the insanity behind these diabolical weapons, the perversion of the great achievements of science to inhuman ends, the misuse of some of our greatest minds? This takes courage, and it is courage we teachers need if we remain true to our mission. It is ours to assert the ascendancy of human rights above property rights, the sacredness of and the reverence for all life.

We have made commendable strides in our concern for the welfare of people as our federal government has assumed increasing responsibility for the individual: protection of the worker, safeguarding of children, provision for the handicapped, social security, housing regulations. These are just a few examples of the continuous progress toward the ideals of our democracy. But much remains to be done. We are still far from the realization of the principle of the equality of all men so long as segregation exists in our midst and children by the mere circumstance of where they happen to be born are denied equal educational opportunity. Nor have we solved the problem of how with increased federal assistance we will preserve in our people those qualities of sturdy independence, self-reliance, individuality, creativity that have made our country strong. To keep ever moving forward on the road to equal opportunity and at the same time to preserve the dignity and self-respect that come only with individual responsibility—this is a task that is preeminently ours as teachers.

What has been said applies to all education from the nursery school through the university. It is, however, through the social studies that the most direct approach must be made. Perhaps a revolu-

tion in the teaching of the social studies is needed, one that reflects the revolution in which we are living. Certainly we teachers cannot play our roles through merely compartmentalized textbook teaching nor through an orderly sequence of study of home, community, state, nation, world. Life just isn't like that. No, there need to be awareness of the problems we are facing, understanding of the issues underlying them, clarification of the values toward which we are striving, inspiration that comes from contemplating the good and heroic of all ages, and emotional involvement while actively participating in constructive work. This means that we teachers need forever to increase our fund of knowledge, faith, love, compassion, courage.

stems from the basic similarity of all human beings. Consider for a moment the many languages; the many customs, religions, philosophies and forms of government; the infinite multiplicity of man's expression of beauty, wonder and the search for truth. All these and much more attest to his wonderful adaptability, ingenuity, courage and imagination. Given the right environment children will exhibit in their own way budding signs of these precious attributes. We want them to have joy in discovery, satisfaction of hard work well accomplished, responsible purpose and direction in their lives, above all understanding of their own complex selves and from this understanding of others. *Growth cannot be hurried except at the risk of losing depth.* Wisdom is seldom achieved by those who rush. Let us lay a firm foundation for our children when they are very young and their infinite capacities will have a chance to truly flourish. We as adults must try to help them keep their original powers of observation, discovery and wonder alive; we must encourage thinking and questioning on all levels so that gradually they may realize the amazing interrelatedness to all things both natural and man made.

Experiences in a School

By JEAN W. MURRAY

IN 1961 IT IS WISE TO PONDER THE possible implications of the word "survival." We adults are in considerable confusion as to how our most pressing problems can best be resolved. We ask ourselves whether new, faster and perhaps more efficient ways of educating our children may not be part of the answer. Children must grow up and help bring about the peaceful co-existence of all people everywhere. In America we naturally believe that this can best be achieved through our special kind of democracy. Nevertheless we recognize that wonderful cultures may flourish under different social philosophies. We want our children to understand and appreciate this, the marvelous inexhaustible variety that

Involving All Children

Children—particularly six-, seven- and eight-year-olds—are exceedingly active, eager to learn, capable of many skills. They are eager to take beginners' steps into the grownup world of reality and responsibility. Socially they are learning the strength that comes from their peers and are ready to work cooperatively in an environment that offers them oppor-

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tunities. The entire school should offer children such opportunities. It should be a community in which children and teachers work in an atmosphere of mutual respect and satisfaction. Social experiences, not merely social studies, are vitally important. When children are deeply involved they are truly learning. At each age level and for each individual goals should be high, not just for children's achievements, but for what *we* offer them. Never cheat them with false praise or watered-down ideas and material. They must have the best always.

All children everywhere need to model with clay; work with wood and color; build with blocks (or sticks or stones); move vigorously and rhythmically to really good music; sing, play and compose; tell stories; read good books; cook; play; help make their own rules. Above all, perhaps, they need to engage in absorbing meaningful dramatic play based upon their own experiences supplemented with frequent trips, discussions and information from books and "experts." Dramatic play helps integrate children's learning, not only at the youngest ages but throughout the entire age range from three to thirteen and perhaps beyond. When such a situation exists teachers are in a position to help the children achieve strengths that are vital. They learn to understand and handle their own feelings and those of others. They have continuous opportunities to put their discoveries into action. Responsibility, cooperation, skills, imagination and ingenuity are brought into play and can flourish in such an environment. The successful outcome is dependent, of course, upon the skills, interests, beliefs and talents of the adults. Children grow in strength in direct relation to the maturity and wisdom of the grownups around them. They will gradually learn to respect themselves, to rely

upon their abilities, to gain in courage and to understand and enjoy others only as they are nourished emotionally, physically and intellectually. Above all each one must be respected for the kind of person he is and can become.

Description of a School

Let us take a brief look at the school in which I work. It is a comfortable size for young children—two hundred boys and girls from nursery school through the eighth grade, and eighteen classroom and special teachers. As we walk through the buildings we are likely to meet a number of people. Two or three nine-year-olds come struggling up the stairs laughing and talking, their arms clasped around gallon jars of poster paint for the stationery store which they run. A twelve- and a four-year-old deep in conversation are coming down. They are on their way to the shop for wood or nails. Two eight-year-old postmen are collecting the morning's mail from a gay red, white and blue box they made earlier in the year. A teacher with nine or ten seven-year-olds goes past. They are on their way to the eleven-year-olds' print shop to see one of their stories come off the press. Just before we reach the floor of the six- and seven-year-olds' classrooms, we meet a parent showing a visitor around. Everywhere there is the sound of children working and playing.

Both the first- and second-graders have two rooms. One is devoted entirely to dramatic play with blocks and much supplementary material, some of which is made by the children. The eight-year-olds have their post office in a small room adjoining their classroom.

Let us stop in the sixes' room where the floor is covered with a complex com-

munity of block structures around which work sixteen to eighteen children, usually too absorbed to notice the visitors. Even their teacher is amazed at how independently and cooperatively they can now work in large groups—vastly different from the three-, four- and five-year-olds! In the center is a beautiful, realistic suspension bridge—towers and cables sunk into concrete. A song was composed to celebrate its opening and other children and grownups were invited. Punch was served. Gaily decorated boats and cars moved under and over it.

The class is interesting to our discussion because ten of these children have traveled a good deal in the United States, Mexico, Europe and India. Their contributions are sometimes fascinating to the class. For instance, one little boy remarked, "In India elephants do that." The class was watching an enormous crane at work. Letters and post cards go back and forth between the children in New York and their traveling classmates; but the teacher (who travels a good deal, too) feels that sixes learn a great deal more of lasting value from their immediate environment and so, as with contributions brought in from TV, radio, movies and newspapers, she accepts them as the children offer them but keeps her program growing dynamically in the "here and now"!

Upon this firm foundation we believe that the children can then base a real understanding of the far away and different. History, geography, literature, languages and science will have real meaning for them, and they should be able to identify with other people whenever and wherever they may live. Let us never forget Polonius' advice to his son, "To thine own self be true and it shall follow as the night the day—Thou cans't not then be false to any man."

An Intermediate Grade Study

By LOIS LAWRENCE MOSES

NO MATTER HOW MANY YEARS ONE HAS taught, there is always that moment of uncertainty when a new class meets. There are the children—some smiling, some frowning, some seeming to have a teach-me-if-you-can attitude. But the real concern of the teacher is how he can meet the needs of these youngsters.

The thirty sixth-graders of last year were children who had learning difficulties. As is true of all classes, they had varied interests and abilities. However, this class tired easily of anything routine or lengthy. I quickly learned that advantage must be taken of any current interest to create a learning experience. The 1960 Presidential election provided a good starting point in September. The interest stirred by newspapers, television, and parents' discussions on candidates kept us busy with the study of the different facets of national government until after the election.

Although the children's interest* seemed to be in Presidents (and I thought in great people), I found out they were not when I asked them to write a paragraph on "My Favorite American." Persons named and the reasons for choosing them showed they knew little about men and women who had contributed to the

* *Ed. note:* Sometimes there is a gap between what really interests children and what we, as teachers, think interests them.

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cultural heritage of America. One-fourth of the class named Lincoln; ten (of the eleven) girls named a former child movie star; some named prominent athletes; and one boy named a gangster of the roaring twenties.

Some Great Americans

Through stories, films, newspapers, magazines and books, we began to find out all we could about some great Americans. As a starting point, we thought of some of the organizations that benefit boys and girls and learned something of the founders of these organizations. The children who participated in the activities of the Junior Red Cross were interested in the story of Clara Barton. It was exciting to visualize a girl, a little older than they, going out to teach. They admired her bravery during the Civil War. Because of the current interest in the Civil War Centennial, we were able to find recent items on Miss Barton's activities during that period of struggle.

Every girl in the class had been or was at the time an active member of the Girl Scouts of America. They had taken for granted many things of value they received from this organization. Learning of the struggles Juliette Gordon Lowe had in founding such a group interested them.

The boys were particularly interested in the lives of some of the American inventors such as Samuel Morse, Eli Whitney, Benjamin Franklin and others who became as real as the television "bad men" they avidly watched.

Although more than half of the class were Negroes, few—and none of the white pupils—had heard of many of the great Negro Americans who have contributed to America's prestige. Through

reading Hughes's books, *The First Book of Negroes* and *Famous American Negroes*, they found out about the courage and contributions of men and women like Booker T. Washington, Ralph Bunche, Fredrick Douglas, Marian Anderson and George Washington Carver.

Through many discussions of the contributions of great men and women, the children began to gain a glimpse of such concepts as ambition, achievement, bravery, loyalty, sacrifice, unselfishness and leadership. But only through relating these concepts to their own daily lives could the children be expected to gain a little understanding of such large concepts.

Time Line

One activity was making a time line that began with George Washington's time and was brought up to 1960. The purpose was to help the children toward a better concept of time and give them a clearer picture of the periods in which these Americans lived. We added dates of inventions that had made life easier. Hence the children were set to thinking about why some men and women were forced to struggle so hard to reach great heights.

Growth of Interest

Some of the many incidental learnings were finding out about Nobel Prizes and the Hall of Fame at New York University; locating some institutions of higher learning and some famous landmarks in the United States. However, *the most important result of this study was the growth of the children's interest*. Newspaper and magazine articles were brought in large numbers. The children wrote letters to many of the people we studied. Through the kindness of the principal, a small group was able to see the stage

production of "The Miracle Worker," the story of Helen Keller and her teacher, Anne Sullivan.

Many children identified themselves with the men and women studied. After viewing the film, "Young Andy Jackson," which depicts Andy as a determined, loyal boy, one mischievous redhead commented, "Just think, Mrs. M....., he was so poor and bad and all—and still he got to be President!"

Culminating Activity

The culminating activity was an assembly program using the theme of a television program, "What's My Line?" Guests represented famous Americans of the past and present. Blindfolded panelists asked questions that helped in identifying the guests. The presentation concluded by singing the popular song, "High Hopes."

Who knows? This study may influence some of these sixth-graders to aspire to heights!

Nursery and Kindergarten Education

By RUBY J. FLETCHER

THE CHILD WHO SETS OFF FOR NURSERY school or kindergarten for the first time really embarks on a most significant and, in many ways, "secret" mission. He must find out for himself what kind of person he is and how he can manage without the presence of his family in one of society's most important institutions—the school. He must also find out about other people,

particularly children. Will they be important to him? For what reasons?

The teachers understand that if the child is to function as an adequate member of society, capable of assuming his share of responsibility for working constructively on the staggering problems before the world today and tomorrow, he must develop a firm and comfortable feeling of personal worth and power. His work must begin at the earliest possible moment.

Many of the child's attitudes and concepts about himself and others that will direct his future development will take shape in the classroom situation and his first-hand experiences as he interacts with teachers and other children in activities which occasionally reach out into the larger school scene. The school environment must provide opportunity, stimulation and nourishment so that the work will go well.

Learning To Work and Play with Others

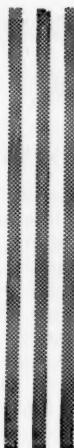
As we look about, we will find the child busy with his task—sometimes eagerly, sometimes reluctantly, but busy with his task.

Four-year-old Sue was working. She was learning that Miss Wallis cared about her when her mother was asked to stay at nursery school the first few days while Sue took time to feel safe enough to decide that her mother could leave. She was learning that she was important.

Jackie was working in the kindergarten also. He tried very hard to play with the other children, but usually something went wrong. As he entered the kindergarten room one morning, he saw Karen

(Continued on page 185)

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PRELIMINARY PROGRAM

1962 ACEI Study Conference

April 22-27, Indianapolis, Indiana

Theme:

The Challenge To Learn in a Free World

THE CHALLENGE

is a direct call to every citizen to help children. . . .

LEARN

through experiences which will develop an understanding of the values, opportunities and responsibilities of living in a . . .

FREE WORLD

"I have sworn upon the altar of God eternal hostility against every form of tyranny over the mind of man."—THOMAS JEFFERSON.

"The heritage of the past is the seed that brings forth the harvest of the future."—INSCRIPTION ON NATIONAL ARCHIVES BUILDING.

"Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths, and encourage the arts and commerce."—PRESIDENT KENNEDY in his *Inaugural Address*, January 20, 1961.

TENTATIVE SCHEDULE—1962 ACEI STUDY CONFERENCE

★ Official Hotel: Claypool
Indianapolis, Indiana

Theme: THE CHALLENGE TO LEARN IN A FREE WORLD

Registration in Indianapolis will be in the Main Lobby at the Claypool Hotel as follows:

Saturday, April 21 2:00 p.m.- 6:00 p.m.
Sunday, April 22 1:00 p.m.- 8:00 p.m.
Monday, April 23 8:00 a.m.- 6:00 p.m.
Tuesday, April 24 8:00 a.m.-12:00 Noon

* The Functional Display will be in the Riley Room and Commercial Exhibits on the Mezzanine at the Claypool Hotel

The Association for Childhood Education International

1962 STUDY CONFERENCE AT INDIANAPOLIS, INDIANA

Theme: The Challenge To Learn in a Free World

SPECIAL FEATURES

General Sessions. Four distinguished speakers will present various aspects of the conference theme. Dr. Ethel J. Alpenfels, Professor of Anthropology, School of Education, New York University, will speak at the opening general session Monday morning. One evening will be devoted to international education, with Dr. Oliver J. Caldwell, Assistant Commissioner for International Education, U. S. Office of Education, as speaker. N. V. Scarfe, Dean of Faculty and College of Education, University of British Columbia, will discuss "Play Is Education"; the importance of pre-primary education will be stressed by James L. Hymes, Jr., Professor of Education and Chairman, Early Childhood Education, University of Maryland, at the closing session on Thursday evening.

Assemblies and Discussion Groups. Assemblies Monday morning will provide registrants with a background for group discussions in different areas of "The Challenge To Learn in a Free World." The discussion groups in the afternoon will give each one an opportunity to delve further into the area he has selected. A capable leader and resource person will meet with each group.

The eight assemblies are listed on pages 5 and 6.

Branch Forums. Discuss Branch activities as related to implementation of *The 1962-1964 Plan of Action*. Choice of groups will depend on the size of your Branch. Refer to page 6.

Interest Groups. Most of these are meetings related to ACEI committees work. They are open to all registrants and are intended to give you help and to help further committee work. The groups are listed on the registration form on page 4.

Workshops and Talk-It-Overs. Workshops offer opportunities to participate in new activities, learn new skills, use new equipment and materials in such

areas as reading, drama, rhythms, science, art. There will be upper and lower age level divisions in these groups. Capable leaders will be available in all areas.

Talk-It-Overs provide opportunities to discuss timely problems with experienced people. A second language in the elementary school and airborne TV instruction will be among the topics for discussion.

Register for Workshops and Talk-It-Overs after you reach Indianapolis. A special registration card will be necessary for admission.

ACEI Center Table. Here you will learn more about the ACEI Center in Washington, D. C. You can discuss with Center consultants the ways in which you can help to contribute financially, and you can share with others what you have done. Building Fund gifts will be accepted at the Center Table.

Branch Materials Center. Bring your Branch materials—scrapbooks, project reports, newsletters, programs—and share them with other Branch members as you meet and discuss ACE work and get new ideas.

Children's Art Bazaar. This annual Indianapolis event is being scheduled to coincide with our conference dates. Details will be in the final program.

Council for Elementary Science International. This all-day program is for teachers seeking help in elementary science. Take advantage of the activities planned by this cooperating organization.

Explorations. One full day at the end of the conference is provided for explorations in the Indianapolis area. Details will be sent with your registration receipt. You will then make your choice and send this information to the local conference committee.

(Continued on page 6)

REGISTRATION

Pre-conference registration by mail,
January 2-March 15:

Regular	\$13.00
Undergraduate Student	5.00
Any one day	5.00

Early registration reserves for you a place in the assembly of your choice. Use the form below and mail with your check or money order to ACEI Headquarters in Washington. When your registration form and payment are received, a receipt will be sent to you.

On presentation of your receipt at the Registration Desk, Claypool Hotel, you will receive your conference material.

Late registration in Indianapolis,
April 21-24:

Regular	\$14.00
Undergraduate Student	5.50

Note: One-day registration not available after March 15.

Those who wait to register in Indianapolis pay more and cannot be assured of enrollment in the assembly of their choice.

Refunds. Those registering in advance but unable to attend the conference may receive a refund of \$12.00; Undergraduate Students, \$4.50; One-day Registrants, \$4.00 by sending the Official Receipt to ACEI Headquarters in Washington before June 1.

REQUEST FOR PRE-CONFERENCE REGISTRATION

Mail to: Association for Childhood Education International
3615 Wisconsin Ave., N. W., Washington 16, D. C.

Miss

Mrs.

Mr.

(Last name)

(First name)

Street

City, Zone, State

Name of public school system, private school or institution with which you are connected:

Check only ONE item—professional status:

<input type="checkbox"/> College or Univ. Faculty Member	<input type="checkbox"/> Nursery School Teacher	<input type="checkbox"/> Undergraduate Student
<input type="checkbox"/> Superintendent	<input type="checkbox"/> Kindergarten Teacher	<input type="checkbox"/> Librarian
<input type="checkbox"/> Supervisor	<input type="checkbox"/> Primary Teacher	<input type="checkbox"/> Other
<input type="checkbox"/> Principal	<input type="checkbox"/> Intermediate Teacher	

Check only ONE item—membership status:

<input type="checkbox"/> ACEI Life Member	<input type="checkbox"/> International Member
<input type="checkbox"/> ACE Branch Delegate	<input type="checkbox"/> ACE Branch Member
	<input type="checkbox"/> Nonmember

Registration prior to March 15, 1962:

Registration Fee \$13.00

Registration Fee for Undergraduate Student \$5.00

Registration Fee for any one day \$5.00

(Please give day)

} Check one \$ _____

\$ _____

Regional Receptions \$1.00

Amount enclosed \$ _____

Note: Registration fee after March 15 will be \$14.00; for Undergraduate Student \$5.50

Those attending for one day only MUST register before March 15

Registration for Assemblies

Miss

Mrs.

Mr.

(Last name)

(First name)

Street

City, Zone, State

Select in order of preference the assemblies in which you are interested. Make three choices.
Information on pages 5 and 6.

(1st Choice)

(2nd Choice)

(3rd Choice)

For our information, please indicate your interest in one of the following groups:

<input type="checkbox"/> Nursery	<input type="checkbox"/> Kindergarten	<input type="checkbox"/> Primary	<input type="checkbox"/> Intermediate
<input type="checkbox"/> Legislation	<input type="checkbox"/> Research	<input type="checkbox"/> Teacher Education	<input type="checkbox"/> Church School Education

CLIP ALONG DOTTED LINE AND MAIL TO
ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL
3615 Wisconsin Avenue, N. W., Washington 16, D. C.

ASSEMBLIES AND DISCUSSION GROUPS

The assemblies listed below will be held Monday morning to explore different aspects of the conference theme; they will be followed in the afternoon by discussion groups to further explore the areas. *Indicate on the registration form on page 4 your first, second and third choice of these assemblies.* Your registration receipt will show the one to which you have been assigned as well as a discussion group number where you will meet to further explore the topic for that assembly.

The Challenge To Learn in a Free World

Assemblies

A. The Challenge of Changing Values

What do we mean by values? How do we work toward reaching them?
How do values relate to democratic living and learning in a free world?
How do children express their values?
How do adult values influence children?

B. The Challenge of Discipline in Democracy—Self and Group

What is the meaning of discipline?
What disciplines are needed in a free world?
How can children acquire them?

C. The Challenge of Reaching for a World View

What do we mean by a world view?
How and when does it begin? What is the place of day-by-day relationships?
How can children be helped in developing a world view?

D. The Challenge To Preserve and Develop the Culture

What place do the arts, the humanities and the sciences play in preserving and developing the culture?

E. The Challenge To Communicate.

What part does communication play in the learning process?
How do we communicate most effectively?

F. The Challenge To Learn Continuously

What does learning *continuously* imply—for children? for adults?
Under what conditions is continuous learning encouraged?

G. The Challenge To Create an Environment for Effective Learning

How can an effective environment for learning be created?
What blocks learning?
How do we utilize the resources of home, school and community?

H. The Challenge To Implement Research

How can we close the gap between the findings of research and practice?
What values do children achieve in exploring their environment, in planning experiments and in seeking leads for further study?

BRANCH FORUMS

1. Branches from 1 to 50 members
2. Branches from 51 to 100 members
3. Branches from 101 to 150 members
4. Branches from 151 to 200 members
5. Branches from 201 to 300 members
6. Branches from 301 to 400 members
7. Branches from 401 to 500 members
8. Branches with over 500 members
9. State and Province Associations
10. Student Branches

SPECIAL MEALS OR EVENTS. Two times have been set aside for these special functions: Wednesday after 4:00 p. m. (teas, dinners) and Thursday morning before 9:00 (breakfasts). Groups wishing to plan special meals or other events should contact ACEI Headquarters as early as possible for information on available facilities.

SPECIAL FEATURES (*continued*)

Functional Display and Commercial Exhibits. Manufacturers and publishers have been given an opportunity again this year to participate in the ACEI Functional Display and/or to exhibit in booths manned by representatives of their firms.

Open Editorial Board Meeting. You are urged to attend this meeting and help plan content for the 1962-63 issues of *CHILDHOOD EDUCATION*, ACEI's official journal.

Pamphlet Center. Here you will have an opportunity to browse among current educational publications.

Regional Receptions. Renew old acquaintances, make new friends, share Branch news, have fun and fellowship with others from your region. If you wish to attend, *you must sign up and pay in advance* by using the registration form on page 4.

Visits to Centers for Children. A half day of planned visiting in schools and other centers for children will be arranged. You will receive full information with your registration receipt so that you can make a choice and send your selection to the local conference committee.

HOTEL ACCOMMODATIONS

Rates at local hotels and motels are listed here. To make your reservation, clip and mail the form below to the Convention Bureau in Indianapolis.

Hotels	Single Rooms	Double- bedded Rooms	Twin- bedded Rooms	Suites	Student Dormitory
Claypool.....	\$7.50	\$11.00	\$13.00	\$	\$4.00 per person ¹
Severin.....	5.50-13.00	8.00-13.00	12.00-16.00	23.00-48.00	2
Sheraton-Lincoln.....	7.00-12.00	10.50-15.50	13.50-16.50	21.00-35.50	3
Warren.....	6.75-11.00	9.00-14.00	12.25-13.75	25.00-35.00	4
Washington.....	7.00-11.00	9.00-13.00	12.00-20.00	—	—
YMCA.....	—	—	—	—	\$2.00 per person
YWCA.....	—	—	—	—	2.00-2.25 per person

Motels

Executive Inn.....	9.00-12.00	(Rooms for two, \$12.00-15.00; for three, \$15.00-17.00; for four \$17.00)		
Imperial House.....	9.00-10.00	13.00-14.00	—	22.00-25.00
Travel Lodge East.....	7.00- 8.00	9.00-10.00	11.00-12.00	—
Travel Lodge West.....	7.50- 8.50	9.50-10.50	11.50-12.50	—

¹ Minimum of six persons to a room.

² Additional roll-away bed, \$3.00 per night.

³ Additional roll-away bed, \$3.00 per night; free parking.

⁴ Additional roll-away bed, \$2.50 per night; free parking.

HOTEL RESERVATION FORM

1962 ACEI STUDY CONFERENCE

Indianapolis, Indiana, April 22-27, 1962

Do not send any money with this form 19

Please make hotel reservations noted below:

Hotel (First Choice)	Hotel (Second Choice)	Hotel (Third Choice)
-------------------------	--------------------------	-------------------------

<input type="checkbox"/> Room with bath for 1 person <input type="checkbox"/> Student dormitory <input type="checkbox"/> Suite	<input type="checkbox"/> Room with bath for 2 persons (twin beds) <input type="checkbox"/> Room with bath for 2 persons (double bed)
--	---

Date desired:

..... to \$ to \$

Rates preferred:

Date and hour of arrival Date and hour of departure

Party will not travel to Indianapolis by automobile.

Names and addresses of persons to occupy room (please print):

.....
.....
.....

Applicant.....

Street.....

City..... Zone..... State.....

CLIP AND MAIL TO:
ACEI Housing Committee, Indianapolis Convention and Visitors Bureau
1201 Roosevelt Building, Indianapolis 4, Indiana

TO HELP YOU REMEMBER

I requested

Hotel reservations at _____

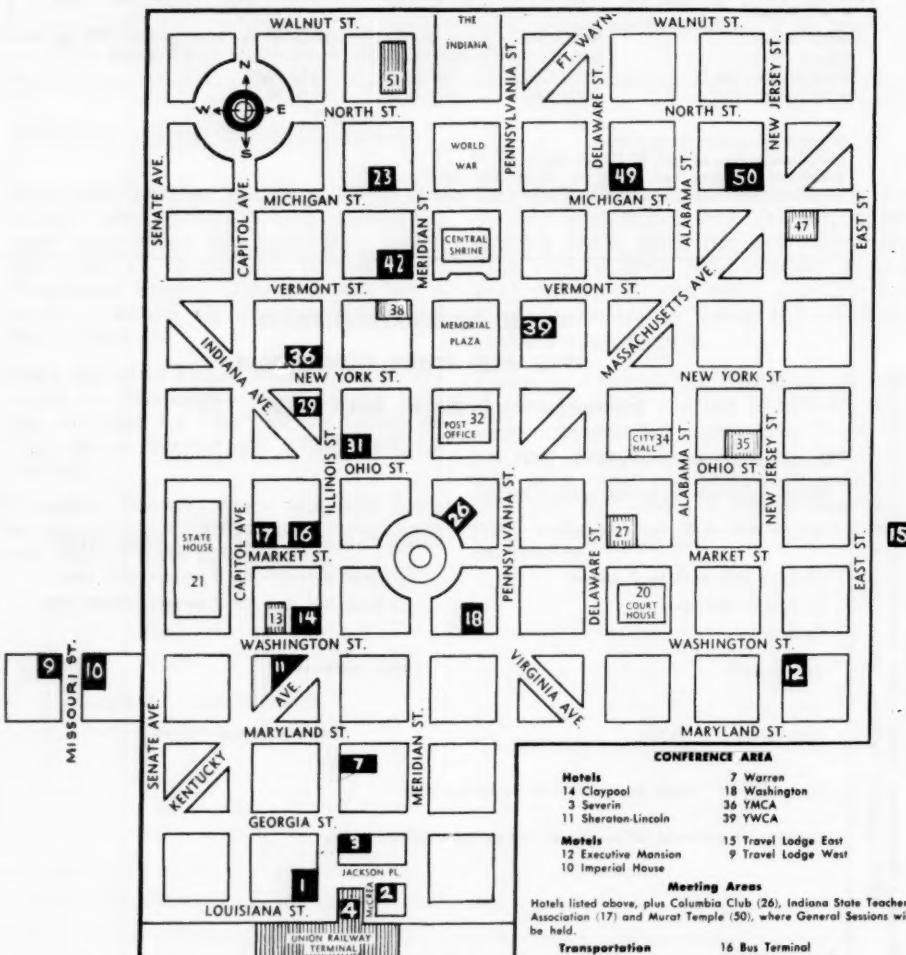
Assemblies:

(1st choice)

(2nd Choice)

(3rd Choice)

DOWNTOWN DISTRICT OF INDIANAPOLIS



This section of CHILDHOOD EDUCATION has been so planned that it can be detached without disturbing the rest of the magazine. Those wishing to attend the conference are asked to use the forms on pages 4 and 7 of this insert.

(Continued from page 176)

and Ellen seated on the rug working with some construction blocks. With a whoop and a dash, he crossed the room and slapped Karen on the back and knocked the block structure down with his feet as he slid to a sitting position beside them.

Karen, startled out of her usual gentle manner, screamed, "Stop it, Jackie! Get Away!" Ellen gave him a shove that toppled him over backward. Jackie moved away quickly, bursting into sobs that shook his whole body.

Miss Anderson had seen it all. She sat beside him on the rug and took his hand in hers. As his crying subsided, she asked gently, "What did you have in mind, Jackie?"

"Pay with those kids."

"Well, Jackie, Karen and Ellen are usually very friendly, and if they knew you wanted to play with them, perhaps they would let you sometimes. When you come up to them like that, they might think you want to spoil their work. Shall we go over and tell them what you would like to do?" Soon all was well with Jackie and the girls.

Learning to work and play with others is a big job. Jackie would need many more opportunities to practice. He would need someone near to help him interpret his own behavior and the responses others make to him. He could accept help from Miss Anderson because he was learning that she cared about him. As his social skills developed, he might find that the children liked him too. He must keep trying.

Differences Provide Social Learnings

The two- and three-year-olds in Miss Benson's nursery school group were learning about each other.

Christie, a little three-year-old Negro girl, was crying. Miss Benson tried to comfort her by taking her on her lap. Christie snuggled down in Miss Benson's arms. Several other children gathered around. Christie was the only Negro child they had known.

Beth stared at Christie, then up into Miss Benson's face. She stepped closer and lightly touched Christie's dark, curly hair. Calvin moved in immediately and put his hand on Christie's hair. "It tickles! And it's black!"

Miss Benson patted Christie's head and gently unrolled a little curl. Letting it spring back into place, she said, "Yes, Christie's hair is black and curly. See these little curls. My hair is red. And on the ends it's curly, too. See!" She turned her head and unrolled a curl. "I had a permanent so that I would have curls in my hair."

Calvin touched Miss Benson's hair, then he ran his hand down the side of Beth's head. When he made no comment, Miss Benson also touched Beth's hair. "Beth's hair is blond and smooth," she said. Reaching out to touch Calvin's short Butch-cut, she continued, "And Calvin's hair is short and—"

"Sticky!" giggled Calvin as he felt the top of his head with his hand.

Then followed a few moments of touching one another's heads by all the children in the group. Miss Benson smiled. "We all have hair which is different in some way, don't we?" she said. "It looks different and it feels different, but we like it that way."

Many differences among children and adults in the nursery school provide much rich content for social learnings. Miss Benson was prepared to take advantage of situations when interest was high.

(Continued on next page)

Concerns and First-hand Experiences

The teachers in these situations are using concerns and first-hand experiences of young children as the central content of the social education program. They act as interpreters and guides. This is the material that is real. These are the problems that make a difference. These are the foundations upon which later learnings must be built.

This is not all, however. The teachers also use much related material and many

planned group experiences which include such things as pictures, books, discussions, excursions, films, role playing and such to extend and supplement the dynamic, ongoing social interactions in the classroom. They know that from this reservoir of possible learnings each child must make his own selection of experiences that will aid him in his daily search for answers about himself and others. As his work continues, he will come to see himself in relation to the world about him and better understand just who, among these people, he really is. This is his job—his "secret" mission.

CHRISTMAS IS A WONDROUS TIME FOR CHILDREN. FOR THEM, THE MEANING OF the day is embodied in tangible things—toys piled high under a glittering tree.

"Too often wonder and delight change into terror and tragedy for children and parents alike, unless precautions are taken in advance of the holiday," said Phil Dykstra, director of the National Safety Council's home department.

Toy and tree safety are given major emphasis in the Council's 1961 Christmas Campaign. Dykstra suggests that Santa gauge the type of toy to the child's age, make certain that toys are well constructed, and then guide the child in the proper use of the toy.

Safety tips for tree trimmers come from the National Fire Prevention Association: (1) Make sure your tree is fresh when you buy it by bouncing the butt hard on the ground, pulling at its needles, and touching the stump. The tree is fresh if the needles do not fall or are easily plucked and if the stump is sticky with resin. (2) Stand the tree outdoors in water or snow until you are ready to trim. Then place it in a sturdy stand filled with water, safely away from heat sources and open flame. (3) Use only electric lighting sets bearing UL (Underwriters' Laboratories, Inc.) label. Recheck wiring each year for signs of wear. Make sure that the fuse of the electric circuit serving the tree is not over fifteen amperes. (4) Turn off tree lighting before retiring or leaving the house, even if just for an hour. (5) Flameproof all combustible decorations. (6) Do not set up electric trains or fuel-run toys under the tree. (7) Remove the tree as soon as needles begin to drop. (8) If you choose a metal tree, use off-the-tree lighting to give a safer and more beautiful illumination.

**You are invited to become an
International Member
of the Association**

Advantages—

In 1961-62 you will receive:

CHILDHOOD EDUCATION—nine issues:

October:	Discipline of Democracy	February:	Learning To Live
November:	Freeing Children To Read	March:	Living with Books
December:	Reaching for a World View	April:	When Teachers Teach
January:	Environment for Skills	May:	The Community Educates
<i>September:</i> Theme to be determined			

BULLETINS on:

Creative Dramatics (off press now)—Values, beliefs, many examples in school and community. Bibliography.

Equipment and Supplies (off press now)—1961 version. Lists of materials for nursery, kindergarten, primary, intermediate; classified lists of tested and approved products, age levels, manufacturers; index.

Literature with Children (off press now)—Revision of *Adventuring in Literature with Children*, plus new material on librarian and literature program.

Guide to Children's Reference Books, Magazines and Newspapers (leaflet)—Annotated list for parents, teachers and many others.

Readiness (tentative topic)

BRANCH EXCHANGE—seven issues: News of ACE branch work and ACEI committees.

YEARBOOK: Annual report of the Association's activities; listing of state and local affiliated groups including names, addresses of officers and committees.

INFORMATION SERVICE: Members may obtain help on subjects related to education and well-being of children, including materials on loan.

Price: One year, \$10; two years, \$18. Use the form on page 198 or write us:

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL
3615 Wisconsin Avenue, N.W., Washington 16, D.C.

... From Around the World



Counterclockwise:
On a morning before a Burmese public school opens.

Ethiopian school band using characteristic musical instruments.

Ethiopian community school children in outdoor handicraft class. Note thatched roof house on left, typical housing outside of main towns.

Brother and sister going to school in Rangoon, Burma.

Burmese photos courtesy of Than Tin, Rangoon, Burma

Ethiopian photos courtesy of Rose Lammel, Detroit, Mich.





Counterclockwise:

Demonstration class for inservice education in the High Andes, Puno, Peru (near Lake Titicaca).

A primary girls' school near Kalimpong, India (northeast border, near Bhuton and the trail to Tibet).

A fisherman's son near Madras, India, helps beach the catamaran.

All ages enjoy stories. In the High Andes, Puno, Peru.

Callao, Peru, first-graders walked to Pacific Sea near their school.

Peruvian photos courtesy of Elizabeth Klemer, San Diego, Calif.

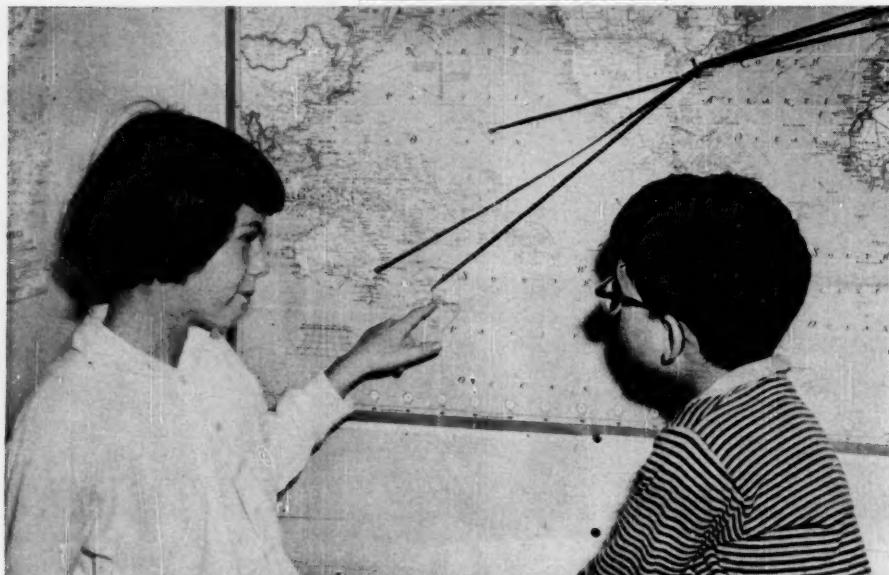
Indian photos courtesy of Margaret L. Cormack, Brooklyn, N. Y.



By DAGNY BLANCHARD

Voices Around the World

Dagny Blanchard, elementary consultant, Port Washington Public Schools, New York, describes an international friendship project carried out by fifth-graders of the Sands Point School.



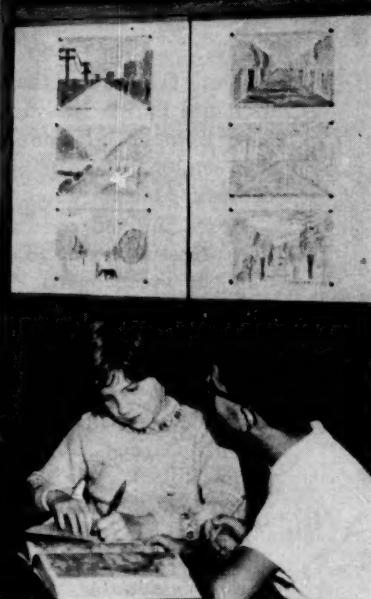
"The children of New Zealand who sent us the tape recording of music and stories live here in Wellington."

THAT'S THE 'MAORI WELCOMING Song'! Isn't it beautiful?" "Why, this recording must be from the Kelburn Normal School—the school our children attend!" These remarks were by G. W. Parkyn, director of the New Zealand Council for Educational Research, when he and his wife were guests in a home in Port Washington, New York. They were surprised to hear a tape recording of the soft and rhythmical Polynesian music and stories made by New Zealand chil-

dren. They identified the neighborhood children in Wellington who played with their son and daughter. To hear such a tape in New York was a coincidence, but no accident. Veronica Dundon's fifth-grade class of the Sands Point School, aided by Principal John J. Daly, had been making and sending tape recordings to all parts of the English-speaking world. Replies had been received from New Zealand, Hawaii, England and Scotland. Tapes from Australia and Ireland were enroute.



Photos by Ray Colepaugh, Port Washington, N. Y.



"This is Michael Meyer from Sands Point School, New York, speaking . . ."

The international friendship project originated in the social studies class when Hawaii became a state. The children wanted to welcome their pen pals of the Hawaiian Islands into the United States and to become better acquainted with them. Sending them a tape recording and requesting one in return was an exciting idea, and the children went to work with enthusiasm. When completed, the tape recording contained general information about United States history, geography and government; but it also described the life of the boys and girls in school, at home and on the playground. Stories were told about seasonal games and sports. The children worked in committees and submitted their reports to the entire group for critical evaluation. Since every child in the class had a part in the preparation of material and in the recording, it gave them a sense of achievement when the recording was mailed. Then they began to wait for a reply.

While the recording was being made, a further decision was made to prepare

other recordings for English-speaking children in distant parts of the world. "We want to become better acquainted and increase good will in the world" they said on their tape. They wrote to the British Embassy for the names of schools that might be interested and were advised to write to the Council for Education in World Citizenship, in London. The Council furnished addresses of schools in Manchester, Edinburgh and Belfast. Friends supplied the names of schools in New Zealand and Australia.

Exchange Tape Recordings

The tape recordings received in exchange have been richly rewarding, not only to the children in the original class but to many other children and adults too. Each recording has a distinct national flavor and character, revealed by what is told and how it is expressed. From Hawaii, for example, the children describe themselves as a mixture of many races. One-third of their school popula-

tion are Caucasian; the remaining children are native Hawaiians or of Japanese, Chinese, Filipino or Korean origin or a combination of these. All are proud of being Americans.

From England and Scotland, the children describe Princess Margaret's wedding in great detail. A little girl in Scotland tells how they all watched the ceremony on television. She says in part, "Princess Ann had to stand and hold the bouquet during the long service. She did not move an inch. I think that was wonderful. Prince Charles looked very smart in his kilts." And at the end she says, "Never had we seen such a pretty, happy bride and we wished her joy as she and her husband went off in the royal yacht to the West Indies." In their descriptions of the ceremony with its color and pageantry, the children express their pride in the Royal Family.

Choral reading, original stories and poems are characteristic of both England and Scotland. From England came poems reminding us of Rupert Brooke. For example, one girl recites her poem called "Noise."

I love all things that make a noise:
The clatter of hoofs as the horse trots by,
The blare of the trumpet on Coronation
Day,
The zooming of an airplane high up in the
sky—
The pealing of the bells in the high church
tower,
The patter of feet when a child walks by,
The slam of the door when my mother
comes in.
I love all things that make a noise.

Another poem is about color:

I love all colored things:
The golden brown of falling leaves,
The gleaming white swan upon the lake,
The purple crocus in the garden,
The blue of the sky on a summer's day,
And the pink blossom in the apple tree,
The green of the grass as spring creeps in.
Oh, how I love all colored things!

The descriptions of cricket, rugby and other games not played in the United States were especially interesting to the boys. And equally interesting were the familiar songs and games such as "Waltzing Matilda" and "Farmer in the Dell." These songs made the children aware of a common heritage.

Learned from Tape Recordings

The music is particularly effective and characteristic of the countries. The old Hawaiian National Anthem, "Hawaii Ponoi," by King Kalakaua, is sung beautifully by the children of Hawaii. The bagpipes and Scottish dance music add distinction to the tape recording from Scotland. The entire tape from New Zealand is enhanced by the music of the Maoris, the native inhabitants. Part of the time it furnishes the background music for the stories and poems. At other times, the songs are sung in harmony as the principal attraction.

The children's comments reveal that they have learned much from these tape recordings—and this is not the end of the project. To answer questions by children from other countries, more recordings will be made and sent on as soon as possible. Although speech patterns and accents are different, the children have learned that boys and girls seem alike the world over.

"What can we do to further world peace?" asked a student of Eleanor Roosevelt when she spoke on United Nations Day in Port Washington, New York. Mrs. Roosevelt made three suggestions: "Study hard, learn as much as possible about the world, and take every opportunity to become acquainted with people of other countries." The tape recording exchange project in Sands Point School has demonstrated one successful way to take these three steps toward international friendship.

News HERE and THERE

By ALBERTA L. MEYER

New ACE Branch

Redwood ACE, California

Childhood Education Center

The expansion of Childhood Education Center services to the larger community has been stressed in recent activities.

In November the Cleveland Park Citizens Association of Washington held its monthly meeting at the Center. The Executive Secretary was asked to talk about ACEI services, giving special attention to community services.

Early in December parents and children came to the Center to enjoy books and storytelling. Centers were set up according to interest and age where children browsed among books of their own choosing. Community storytellers told stories to children during this period.

The Quota Club held a monthly meeting in the Center, affording an additional opportunity to describe ACEI services to executive women in business and other professions.

A visit from the Educational Director of the Pan American Union offered a contact which brings ACEI closer to organizations in Washington serving the world community.

A milestone on the Building Fund road was passed recently when contributions totaled \$300,000. This is three-fourths of the way to the goal of \$400,000 set in 1958. Of course, interest must be added to that figure, which will continue to increase so long as we have a mortgage. Contributions this fall have just covered the regular monthly payments of \$1575, but many branches report plans under way for raising additional funds. Gifts from dedicated individuals also continue to come in. For all these we are grateful, as we look forward to the day when the ACEI Center will be debt free.

You Were Represented

Invitational Conference on Research in Handwriting, Madison, Wisconsin, October 12-14, by Erma Noble, vice-president representing kindergarten education.

Teachers College Curriculum Conference, Columbia University, New York, October 30-November 1, by Lucile Lindberg, president, and Alberta L. Meyer, executive secretary.

Ontario Council for Childhood Education, Annual Conference, Toronto, Ontario, Canada, November 3-4, by D. Keith Osborn, member, ACEI Advisory Committee.

New ACEI Bulletins

Creative Dramatics, published by ACEI in October, describes the use of creative dramatics in teaching and how children learn by enacting informal dramas which they themselves improvise. Written by leaders in the field, it contains anecdotal accounts, a story list and a bibliography. The bulletin was planned in cooperation with the Children's Theatre Conference, a division of the American Educational Theatre Association. It has forty-eight pages, is illustrated with photos and costs seventy-five cents.

The 1961 revision of *Equipment and Supplies*, also released in October, provides guidance for administrators, teachers and parents in the selection of all kinds of learning materials. Only items tested and approved by ACEI Test Centers are included. One hundred fifteen pages of useful information are available. The price is \$1.50.

Both bulletins may be ordered from ACEI.

Field Work

Since our last report, the following visits to branches have been made by members of the ACEI Executive Board and the Executive Staff:

In July Lucile Lindberg attended the North Carolina Workshop and in September the Schenectady, New York, branch. In October she visited groups in Westchester Community, New York; Cincinnati, Ohio; Ohio State; Five Towns, New York; Huron and Rapid

City, South Dakota; Vermont State; Oklahoma State; in November, Missouri State; Newark, New Jersey; Salina, Kansas.

Mary Layfield attended the regional ACE meeting in Georgia in October.

Helen Bertermann, ACEI Advisory Committee, visited the University of Cincinnati Kindergarten-Primary Club ACE and the Kentucky ACE.

Laura Hooper participated in ACE meetings of Alabama State in July; Pittsburgh Kindergarten, Pennsylvania, in October; and North Texas State College, Tyler, First Dallas and Wichita Falls, Texas, in November.

Florine Harding met with branches in Grand Forks, North Dakota, and St. Paul, Minnesota, in October. With Beverly Karlen she visited groups in Pittsburgh and Altoona, Pennsylvania, in November.

Dorothy Vanderburg, on concluding her year as ACEI Fellow, made visits to Michigan branches.

Alberta L. Meyer visited the following branches in October: Indianapolis and Evansville, Indiana; Daviess County, Owensboro,

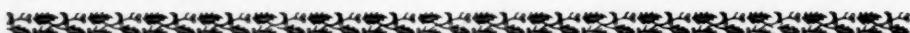
Hopkins County, Louisville and Jefferson County, Kentucky; Cincinnati, University of Cincinnati Kindergarten-Primary Club and Hamilton County, Ohio.

Service to Other Groups

The Association for Childhood Education International will continue to provide office space for the World Organization for Early Childhood Education (OMEP). By arrangement in effect since last fall, Hazel F. Gabbard, president of OMEP, has file space and weekend use of a desk and typewriter for herself and a secretary. The ACEI Executive Board at its August meeting authorized continuance of this cooperation.

At the same time the Board took official action to provide a desk, file space and token secretarial help to Laura Hooper throughout her term of office as chairman of the United States National Committee for Childhood Education. This Committee is a constituent member of the World Organization for Early Childhood Education.

Through this help, ACEI reinforces work for the education and well-being of children all over the world.



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I hereby give to the Building Fund of the Association for Childhood Education International, a corporation organized under the laws of the District of

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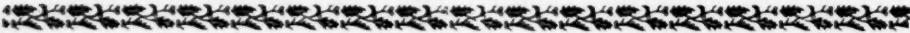
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Books for Children

Editor, HAZEL WILSON

THE A B C HUNT. *Text and photographs by Isabel Gordon.* New York: The Viking Press, 625 Madison Ave., 1961. Unpaged.

\$2.50. It all starts with a bowl of alphabet soup. Cathy and Cris find a noodle A, which inspires them to hunt around until they find words beginning with every letter of the alphabet. Children will like the realistic quality about the book—S from a STOP sign, W from a WET PAINT sign. And where better to find an H than on a hot water faucet? Or an O from the OFF and ON of an electric light switch? Photographs and text are interesting. Ages 3 up.—H.W.

ALEXANDER THE GANDER. *Written and illustrated by Tasha Tudor.* New York: Henry Z. Walck, Inc., 101 5th Ave., 1961. Unpaged.

\$2.75. Young children will feel an affection for the mischievous gander who wants to eat the flowers from Mrs. Fillow's garden. A picture book for small hands to handle or a read-aloud book. A re-issue in larger format of a 1939 favorite. Attractive colored illustrations. Ages 3-6.—H.W.

A GOOD PLACE TO HIDE. *Written and Illustrated by Louis Slobodkin.* New York: The Macmillan Co., 60 5th Ave., 1961. Unpaged.

\$3. Ever so many people tell Susan a good place to hide, but she discovers the best place herself. A simple story with a plot—something which is occasionally missing in a book for the very young. Young children will enjoy this cheerful story with its bright, lively illustrations. Ages 6-8.—H.W.

THE THREE WISHES. *Retold and Illustrated by Paul Galdone.* New York: Whittlesey House, 330 W. 42d St., 1961. Unpaged.

\$2.50. This folk tale, popular with children for many years, has been dramatized, made into puppet shows and told by countless storytellers. Yet never has the tale been more attractively interpreted in illustrations than in these done by Paul Galdone. There is a woodsy look to this pictured story of the poor woodcutter who learned the folly of wishing before he gave a wish some thought. The characters are properly depicted as droll and not too wise. Ages 4-8.—H.W.

TOO MANY COOKS. *Proverbs collected and illustrated by William Wiesner.* Philadelphia: J. B. Lippincott Co., Washington Square. 1961. Unpaged. \$2.75.

Even if a child may not hear many proverbs quoted nowadays, they are part of his cultural heritage. He can become acquainted with some of the most familiar ones in this book. Each of the seventeen proverbs quoted and illustrated in color has one page of literal interpretation and another picturing, for instance, the awful result of following such a proverb as "Haste Makes Waste." Children in the illustrations wear the dress of a past era. Most of the pictures are funny and gay and have the sort of detail young children enjoy. Ages 4 up.—H.W.

KASHTANKA. *By Anton Chekhov. Illustrated by William Stobbs. Translated from the Russian by Charles Dowsett.* New York: Henry Z. Walck, Inc., 101 5th Ave., 1961. Pp. 49. \$2.75.

One does not think of the famous author, Chekhov, as a writer of stories for children, yet here is a delightful one about a family dog which becomes separated from her family. She is adopted by a kind master who trains her to perform with a cat and a gander in a circus act. The outcome of the story when Kashtanka makes a choice between her old family and her new master is especially satisfying. Although written long ago, this handsome beautifully illustrated book is proof that a really good story is timeless. Stobbs won the 1959 Kate Greenaway Medal for the illustrations. Ages 6-10, but older children will also enjoy the story.—H.W.

A LITTLE DOG NAMED KITTY. *By Jane Thayer. Illustrated by Seymour Fleishman.* New York: William Morrow & Co., 425 4th Ave., 1961. Unpaged. \$2.75.

Very little children will be amused by this story about a puppy dog who thinks he is a cat. The vocabulary is easy enough for second-graders to read, but younger children will enjoy hearing the story read aloud. They will also like the pictures. Ages 4-8.—H.W.

ANTELOPE SINGER. *By Ruth M. Underhill. Illustrated by Ursula Koering.* New York: Coward-McCann, Inc., 210 Madison Ave., 1961. Pp. 280. \$3.50.

The theme of the growth of understanding between two races is not new, yet it has seldom been more effective. Ages 8-12.—H.W.

tively handled in a book for children than in this story about the Hunt family and their winter with the Paiute Indians in the days when covered wagons were making their difficult trek to the West. Because the father is ill, it is necessary for the Hunts to be befriended by the Paiutes, who show themselves to be capable of great kindness to strangers. But the story is mostly about ten-year-old Tad and his friend, Nummer, a crippled Indian boy. How Tad helps Nummer fight against being ostracized by his tribe until he becomes their respected antelope singer makes an interesting story. But the rich background of Indian customs is as important as the plot. Unobtrusively the author sets forth the premise that children are not born with racial prejudices and that two races can live together in peace. Good character portrayal and ample paging for boys and girls who want a good book to be fairly long. *Ages 9-13.*—H.W.

HAILSTONES AND HALIBUT BONES. By *Mary O'Neill. Illustrated by Leonard Weisgard.* New York: Doubleday & Co., 575 Madison Ave., 1961. Pp. 59. \$2.95. Here is a book which is more attractive than its title. Its subtitle, "Adventures in Color," more nearly describes the book. It consists of twelve poems about colors, all done with a sensitivity of mood and language which will delight the artistic and creative child. The illustrations in color to suit the text are perfect for the book. Not only are the verses good but they show the kinship between color and words. Fine for use in art or creative writing in the elementary grades and also just for reading for enjoyment. *Ages 8 up.*—H.W.

I MET A MAN. By *John Ciardi. Illustrated by Robert Osborn.* Boston: Houghton Mifflin Co., 2 Park St., 1961. Pp. 74. \$2.75. This could be a child's first experience in reading poetry all by himself. In spite of using a relatively small vocabulary, the author succeeds in putting nonsense, humor, rhyme, rhythm and word games into amusing verse. There is quality if not quantity in the words used in the simple poems. First steps in writing verse may be inspired by this book. It could only have been written by a poet and father who understands that young children have a natural love for poetry. *Ages 6-8.*—H.W.

LITTLE QUACK. By *Ruth Woods. Illustrated by Mel Pelarsky.* Chicago: Follett Publishing Co., 1010 W. Washington Blvd., 1961. Pp. 32. \$1. Stories about ducks have an appeal for small children. This beginning-to-read book with bright pictures tells in 170 words a story which first-graders will enjoy. It is superior to many of the "beginner" books put out by numerous publishers. *Ages 5-7.*—H.W.

MUIR OF THE MOUNTAINS. By *William O. Douglas. Illustrated by Harve Stein.* Boston: Houghton Mifflin Co., 2 Park St., 1961. Pp. 184. \$1.95. This is another of the North Star series which keeps up its general high standard of biography. Justice Douglas of the United States Supreme Court shares and understands John Muir's love of mountains. In a simple yet uncondescending style the author gives a clear and interesting picture of John Muir, the self-taught naturalist and ardent conservationist. Muir's own writings are quoted. The selections chosen will encourage young people to read Muir's books as well as this well-written account of his life. *Ages 11 up.*—H.W.

FAVORITE FAIRY TALES TOLD IN IRELAND. Retold from Irish storytellers by *Virginia Haviland. Illustrated by Arthur Marokvia.* Boston: Little, Brown & Co., 34 Beacon St., 1961. Pp. 91. \$2.95. *Ages 7-11.*

FAVORITE FAIRY TALES TOLD IN NORWAY. Retold from Norse folklore by *Virginia Haviland. Illustrated by Leonard Weisgard.* Boston: Little, Brown & Co., 34 Beacon St., 1961. Pp. 88. \$2.95. *Ages 7-11.*

FAVORITE FAIRY TALES TOLD IN RUSSIA. Retold from Russian storytellers by *Virginia Haviland. Illustrated by Herbert Danska.* Boston: Little, Brown & Co., 34 Beacon St., 1961. Pp. 86. \$2.95. *Ages 7-11.* Familiar and not so familiar folk and fairy tales are retold simply yet skillfully by a librarian with a knowledge of what children like and a feeling for the characteristics of the countries where the stories originated. Good for telling or reading and stunningly illustrated. For home, school and public libraries. —H.W.

MINCE PIE AND MISTLETOE. *By Phyllis McGinley. Illustrated by Harold Berson. Philadelphia: J. B. Lippincott Co., E. Washington Sq., 1961. Unpaged. \$2.95.* An accomplished author of light verse describes Christmas customs in foreign lands and different parts of the United States and tells how past customs have contributed to our modern celebration of Christmas. The illustrations are subdued and pleasant (only a few readers may miss the traditional red and green). Here is the genuine Christmas spirit from the first lines to the last cheerful good wishes. May be read aloud to young children but will give information and pleasure to older children. *All ages.* —H.W.

THE NOBLE DOLL. *By Elizabeth Coatsworth. Illustrated by Leo Politi. New York: The Viking Press, 625 Madison Ave., 1961. Pp. 45. \$3.* A gifted author and a gifted artist have produced a very special Christmas story with a Mexican setting. The story is about a poor tired old gentlewoman and a little girl with a loving heart. Then there is the crèche in the window; the procession of

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children carrying lighted candles through the streets on Christmas Eve; and the priceless Rosita, the very old doll. Will the old lady lose her home because her eyes are too dim for her to earn money by her sewing? The little girl's idea is that Rosita may help rescue them from poverty and hardship. The happy ending will delight girls, and even their brothers may enjoy the story. Distinguished in style and beautifully illustrated. Ages 7-11. —H.W.

BEYOND THE HIGH HILLS. A BOOK OF ESKIMO POEMS. *Photographs by Guy Mary-Rousselière. Cleveland: World Publishing Co., 2231 W. 110th St., 1961. Pp. 32. \$3.95.* Here is a truly superb picture book, beautiful both in text and color photographs. The poems are Eskimo songs collected and translated by the famous Danish explorer, Knud Rasmussen. They have a haunting beauty, best realized when read aloud. This is no doubt because they were originally chanted by the Eskimos in their native language. The lovely photographs are pictures of cold beauty and of warm humanity. All ages.

—H.W.

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Social Studies

PROFILES IN COURAGE. Young Readers Edition. By John F. Kennedy. New York: Harper & Bros., 49 E. 33d St., 1961. Pp. 164. \$1.95. John Kennedy's Pulitzer Prize-winning volume has been especially edited for young readers. The profiles of eight senators who have shown exceptional courage in standing firm for what they believe, regardless of criticism and pressures, are presented in the original words of the author. A special letter to young readers by President Kennedy and several action filled illustrations are included. Some of the text has been deleted to speed the pace for the reader. *Ages 12 and up.*—Reviewed by WILHELMINA HILL, Specialist for Social Science, Office of Education, U. S. Department of Health, Education and Welfare, Washington, D. C.

THE ILLUSTRATED BOOK ABOUT THE FAR EAST. By Martha Sawyers and William Reusswig. New York: Grosset & Dunlap, 1107 Broadway, 1961. Pp. 101. \$3.95.

A handsomely illustrated volume about the Far East with an introduction by Lowell Thomas. While the exotic and glamorous aspects of the Orient are emphasized through the many colored illustrations, the narrative presents a more balanced view of the life and cultures of this part of the world. China, Tibet, Mongolia, Manchuria, Siberia, Korea, Japan, Formosa and the Philippine Islands are the lands included. *Ages 9 and up.*—W.H.

THE STORY OF MAPS AND MAP-MAKING. By James A. Hathaway. New York: Golden Press, 660 5th Ave., 1960. Pp. 53. \$1.49 (Goldencraft Edition).

Presents the history of maps and map-making for the young reader. Provides much factual information about man's development and use of many kinds of maps. Illustrations are colorful and helpful in understanding and using maps now and in the future. *Ages 9 and up.*—W.H.

MAPS MEAN ADVENTURE. By Christie McFall. New York: Dodd, Mead & Co., 432 4th Ave., 1961. Pp. 128. \$3.

The author-illustrator presents the work of the cartographer in terms of adventure. He relates the making and use of maps to new discoveries on the globe and in space. This volume not only provides much information about the art and science of cartography but gives a thoroughly intriguing story of the adventurous realm of map-making. *Ages 9 and up.*—W.H.

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Science

CHRISTMAS TREES AND HOW THEY GROW. By Glenn O. Blough. Illustrated by Jeanne Bendick. New York: Whittlesey House, 330 W. 42d St., 1961. Pp. 48. \$2.75.

This is a book about the various kinds of evergreens used for Christmas trees. It tells how they grow and how their needles differ from each other; gives advice about choosing a Christmas tree; suggests a pleasant use for after-Christmas trees; describes the National Community Christmas tree in Washington, D. C., which is everybody's Christmas tree. Glenn Blough's information is clear and accurate, his style simple yet never on the dull side. A charming Christmas poem by Frances Frost is a fitting introduction. Attractively illustrated. *Ages 6-10.*—H.W.

WESTERN BUTTERFLIES. By Arthur C. Smith. Illustrated by Gene M. Christman. Philadelphia: J. B. Lippincott Co., E. Washington Sq., 1961. Pp. 65. \$2.95. Well-organized and beautifully illustrated, this describes a wide variety of butterflies found in the West. Emphasized are likenesses and differences, habitats and scientific classification. The reader is introduced to techniques for collect-

ing and studying butterflies. *Ages 8-12.*—Reviewed by ALPHORETTA FISH, Department of Education, University of California, Santa Barbara.

LIGHT ALL AROUND. By Tillie S. Pine and Joseph Levine. Illustrated by Bernice Myers. New York: McGraw-Hill Book Co., Inc., 330

W. 42d St., 1961. Pp. 48. \$2.50. The two perceptive authors of this text guide the young reader to examine familiar environmental phenomena to discover the answers to the following questions: What helps us see at night? Can light bounce? Where do colors come from? How can white help at night? Can we see through things? What makes shadows? Can a shadow help you tell time? Does the sun shine at night? Does the moon ever stop shining? Can the sun help you send

messages? How can you see things behind you? How does a periscope work? *Age 7-10.—A.F.*

THE YOUNG EXPERIMENTER. By N. F. Newbury and H. A. Armstrong. New York: Sterling Publishing Co., Inc., 419 4th Ave., 1960. Pp. 96. \$2.95. This collection of experiments and suggested activities is designed to guide the reader to observe, report and organize ideas carefully and accurately. The reader is also challenged to check and evaluate his learning. Intriguing introduction to independent, scientific study and procedure. Ages 8-12.—A.F.

TAKE A NUMBER. By Jeanne Bendick and Marcia O. Levine. Illustrated by Jeanne Bendick. New York: McGraw-Hill Book Co., Inc., 330 W. 42d St., 1961. Pp. 64.

\$2.50. Well-written, cleverly illustrated text reveals the fascination of working with numbers and the importance of mathematics. It develops an understanding of such concepts as numeral, zero, place value, exponent, infinity, the sieve of Eratosthenes, and prime and negative numbers. Included are an historical account of counting and the development of various numeration systems and an explanation of how the digital computer "counts." *Ages 8-12.—A.F.*

MAN AND POWER. *By L. Sprague de Camp*
New York: Golden Press, 630 5th Ave.,
1961. Pp. 189. \$4.99. As the jacket indicates, this is indeed "the story of power from the pyramids to the atomic age." This DeLuxe Golden Book has color in its illustrations and interest in its text. It is a social studies-science combination that traces man's use of power from the earliest times and protracts to the future, treating both the scientific aspects as well as the social implications. Many young people will enjoy this informative volume.
Ages 12 up.—Reviewed by **GLENN O. BLOUGH**,
Professor of Education, College of Education, University of Maryland, University Park.

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SPACE IN YOUR FUTURE. By *Leo Schneider*. Illustrated by *Gustav Schrotter*. New York: Harcourt, Brace & World, Inc.

750 3d Ave., 1961. Pp. 260. \$3.75. Is there room for another space book? For this one, yes, for it is packed with scientific explanations that are clear, appropriate to the age level and logically arranged. The reader is first acquainted with the earth and solar system along with the methods of the astronomer. This itself would make the book important. With this background the reader brings new understandings to space exploration, which comprises the last section of an excellent book. Ages 10-14.—G.O.B.

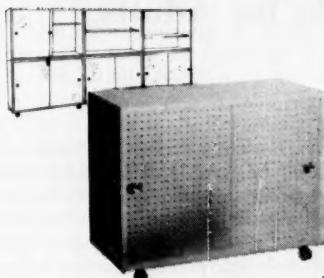
MORE RESEARCH IDEAS FOR YOUNG SCIENTISTS. By *George Barr*. Illustrated by *Mildred Waltrip*. New York: Whittlesey House, 330 W. 42d St., 1961. Pp. 158. \$3.

This second book in a series describes research ideas and is designed to present more ideas for discovery by doing. It intends to introduce children to the method of science and the scientific attitudes with ideas coming from the fields of chemistry, physics, astronomy, weather, biology and others. The treatment is excellent and the result a distinct contribution to the development of young scientists as well as to any child who wants to understand his environment. Ages 10-up.—G.O.B.

MAN ON THE MOON: OUR FUTURE IN SPACE. By *James Throneburg*. Illustrated by *Peter Plasencia*. New York: Alfred A. Knopf, Inc., 501 Madison Ave., 1961. Pp. 65. \$2.75. This is an easy book about the moon and man's plans for exploring it. Clearly written, appropriate in content selection and interesting, it is a fine book for young children who know that cows don't jump over the moon but are convinced that many will some day go there. Ages 8-11.—G.O.B.

CATCH A CRICKET. By *Carla Stevens*. Photographs by *Martin Iger*. New York: William R. Scott, Inc., 8 W. 13th St., 1961.

Pp. 95. \$3. About the capture and care of crickets, grasshoppers, fireflies and earthworms, this volume is greatly enhanced by large photographs of children catching and observing these creatures. It could have been more useful scientifically if the observer had been urged to make some discoveries about how the creatures catch food, eat, protect themselves and do other things. Children will like the book. Ages 6-8.—G.O.B.



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A BOOK OF PLANETS FOR YOU. By *Franklyn M. Branley*. Illustrated by *Leonard Kessler*. New York: Thomas Y. Crowell Co., 432 Park Ave., 1961. Unpaged. \$3.50.

An astronomer's introduction to the nine planets for beginners who want to know the straight facts, this is interestingly written, helpfully illustrated and accurate. It contains food for thought and some assignments for future astronomers. Ages 6-10.—G.O.B.

THE ASTRONAUTS—PIONEERS IN SPACE. By *the seven astronauts and Loudon Wainwright*. Photographs from *Life Magazine*. New York: Golden Press, Inc., 630 5th Ave., 1961. Pp. 92. \$2.95. After a discussion of the selection of the astronauts, each of them describes a specific phase of Project Mercury. The answers to questions of both pupils and teachers are contained in this book which describes in detail such phases as the space capsule, the count down, the orbit and the return to earth. Photographs in color add to interest and understanding. Ages 10 up.—G.O.B.

Books for Adults

Editor, HELEN L. SAGL

EDUCATION FOR THE EMERGING AGE: NEWER ENDS AND STRONGER MEANS. By Theodore Brameld. New York: Harper & Bros., 49 E. 33d St., 1961. Pp. 244. \$5. This thought-provoking and important book takes seriously the proposition that education should be seen in cultural perspective. This means not only that schooling occurs in cultures by virtue of cultural processes but also that it should be understood as the process of maintaining and improving the life of the culture that sustains it. The work and program of the school are to be judged by readiness and ability to engage vigorously and cooperatively in the transformation called for by the crisis of our times.

Although this point of view was foundational to an earlier book, *Ends and Means in Education—A Midcentury Appraisal*, it is more fully developed in this appraisal written a decade later. About half the material is new, most of it drawing heavily on the author's experiences in anthropological theory.

The pervading theme is that we face the tremendous and vital undertaking of working out an interdisciplinary theory of education, drawing upon the new knowledge of our day. In this undertaking the educational theories of Hutchins, Conant and Rickover are found wanting. Proposals are made for a more adequate conception and organization of the curriculum and for improvement in preparation of teachers.

This book should be read thoughtfully by all those interested in the future of our schools.
—Reviewed by A. STAFFORD CLAYTON, Professor of Education, Indiana University, Bloomington.

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HANDBOOK OF RESEARCH METHODS IN CHILD DEVELOPMENT. Paul Henry Mussen, Ed. New York: John Wiley & Sons, Inc., 440 4th Ave., 1960. Pp. 1061.

\$15.25. Authoritative, fairly comprehensive in its treatment of the subject, this book is a milestone in research methods in child growth and behavior. Its purposes are twofold: to present the most widely used research methods in child study, to communicate what researchers have learned about the techniques of studying children.

Authorities treat their particular aspect of research in many chapters in five sections. (This arrangement results in some unevenness in the treatment of the subjects.) The sections are: general research methodology in child development, study of biological growth, study of cognitive processes, personality development and the child's social behavior and environment.

How useful this book will be to persons interested in research methods in child development will depend on several factors. The fact that not all of the above aspects of child study are developed to the same degree will make it more useful to some researchers than to others. Its cost, size and weight will undoubtedly discourage all but the more serious students of child behavior from using it. Neither in content nor style of writing is it an easy book to read, hence its reading audience may be a limited one. Even so, the book is a noteworthy contribution to research methods in child development. Literature in this area is the richer for its publication.—H.L.S.

CHILDREN AND RELIGION. By Dora P. Chaplin. New York: Charles Scribner's Sons, 597 5th Ave., 1961. Pp. 238. \$3.95. Believing that well-founded religious beliefs are basic to the building of sound personality, the author has written a book for parents and teachers as a guide for religious instruction of the young. While avoiding any direct statements about what should be taught in the schools, the author offers many helpful ways in which religious ideas can be fostered by parents and by teachers.

Of particular value to parents are the answers provided for children's questions concerned with prayer, death, disbelief and God.

Persons concerned with organized programs in religious education will find the chapters on ways of approach (through the Bible, the arts and books) to be helpful as curriculum resources. Since they are classified by topics, the suggested reading lists offer valuable opportunities for extended study.

The author has allowed some of her personal beliefs to creep in, but on the whole she has been fair in presenting this difficult topic.

The book will be of great value when used for its intended purposes—as a practical guide for the religious instruction of the young.—*Reviewed by JACK BAGFORD, Instructor in Education, Indiana University, Bloomington,*

TEACHING ELEMENTARY SCHOOL SUBJECTS. *Kenneth L. Husbands, Ed. New York: The Ronald Press Co., 15 E. 26th St., 1961. Pp. 494. \$6.50.*

Every so often a book appears which claims to cover all the teaching methods suited to all the subject areas in the six grades of the elementary school. Few of these published works live up to their promise. This book does provide a surprising coverage.

After two basic introductory chapters by the editor, who discusses teaching goals and child growth and curriculum, a number of specialists present the theory and practices of the teaching of reading, other communication skills, children's literature, arithmetic, science, the social studies, physical education, health education, arts and crafts, and music. All are succinctly dealt with by each contributing author.

An over-all general methods course within the covers of one book is further demonstrated in the rounding out of this volume with "Using Audio-Visual Materials," "Planning for Teaching," and "Reporting Pupil Progress." Long-time members of the teaching profession will recognize the years of study experience that lie behind the efficient, capsule writings.

The best use can be made of this work as source material for the professional library; inservice and refresher courses; and, since each author has listed a small, selected bibliography, as a reference work.—*Reviewed by VERA MACKAY, Associate Professor of Education, University of British Columbia, Columbia, Vancouver, Canada.*

THE TRANSFORMATION OF THE SCHOOL. *Progressivism in American Education, 1876-1957. By Lawrence A. Cremin. New York: Alfred A. Knopf, 501 Madison Ave., 1961. Pp. 387 + XXIV. Student edition, \$4.* Following the Civil War, the tempo of educational change increased rapidly, responding—and contributing—to the transformation of America from an agrarian to an industrial nation. In time, from the cluster of unorganized changes in education, there took shape the movement which, given the general label of "progressive education," has done so much to transform the character of the American public school. It is this over-all movement of educational progressivism which the author treats in this book and as a part of this general development, the rise and fall of the Progressive Education Association (1919-1955). Much of the importance of the book lies in its contributions to answers to two overlapping questions: (1) How did American education get the way it is? (2) Why did "progressive education" as a definite, organized movement in American education lose its momentum in the 1940's and disappear entirely in the 1950's?

Several reasons in responding to the second question are given, but two are of special interest. *One reason* is the "clubbing" which the critics of public education—Arthur Bestor, Mortimer J. Smith, Bernard Iddings Bell and the like—gave to a wide range of liberal ideas and practices in American education. *The other reason* is that, as John Dewey once predicted, much of what once was frontier-type progressive education has become accepted by the profession as *good* education. The social need for an educational *avant guard* disappeared, according to the author's analysis.

(Continued on next page)

The PLAYGROUND as MUSIC TEACHER
by CARABO-CONE, published by HARPER & BROS., NY 16 at \$5. Endorsed by Univ. psychologists. Develops child's reading & rhythmic coordination. For Lecture-demonstrations, consultation, or free brochure, write: Cone #862, CARNEGIE HALL, NY 19.



Older teachers will value this well-written book for the insight it gives into the various ideas and movements which have shaped their own professional lives. Younger teachers will find the book extremely helpful in assimilating the complex professional educational heritage which it is their task to understand and, perhaps, in their turn to reconstruct. Scholars will find the interpretations challenging and the bibliography useful. All in all, the book is a valuable contribution to the literature of professional education.—*Reviewed by STANLEY E. BALLINGER, Associate Professor of Education, Indiana University, Bloomington.*

SCHOOL VOLUNTEERS. By *T. Margaret James*. New York: Public Education Association, 20 W. 40th St., 1961. Pp. 200.

\$4.10. In view of overcrowded classrooms and the acute shortage of qualified teachers, temporary measures are being sought to assist teachers in meeting the overwhelming demands of many classroom situations. This volume provides a detailed account of how the contributions of carefully selected laymen can be organized and incorporated into the school program.

The activities of school volunteers are: (1) performance of "routine, time-consuming, non-professional" tasks so that the teacher may devote his energies more fully to professional skills; (2) supplementation of work of the teacher "by helping individual children . . . under the teacher's supervision and guidance"; (3) enrichment of the educational program through services of specialists with contributions not usually available from regular school personnel. Implementation of these purposes is described and specific illustrations given of the program in operation.

This reviewer has a definite sense of reservation and caution with respect to the suggestion that persons other than professionally prepared personnel be used in alleviating the educational problems of individual children; i.e., children experiencing difficulties in reading.—*Reviewed by HANNE J. HICKS, Professor of Education, Indiana University, Bloomington.*

COUNSELING: AN INTRODUCTION. By *Dugald S. Arbuckle*. Boston: Allyn & Bacon, Inc., 150 Tremont St., 1961. Pp. 349. \$6. An overview of the counseling process with the emphasis on the client-centered point of view is presented in this book. Primarily it is written for the person who is

looking forward to or already engaged in counseling in a high school or college situation. However, the content and the manner in which it is written would be of interest to most people, including elementary school teachers and counselors who associate themselves with the broad field of counseling.

The objectives of counseling as they are related to the client-centered point of view are prevalent throughout the book. In an attempt to give a picture of the scope of counseling and psychotherapy, this book is organized in the following three parts: The Counselor and His Profession, Basic Issues in Counseling and The Counseling Experience.

Special attention is given to the place of test data in client-centered counseling. The discussion indicates that the counselor finds the interpretation of projective test data and his effective functioning as a client-centered counselor quite incompatible.

An interesting series of eighteen interview sessions illustrate the counseling process from the client-centered point of view. It becomes apparent that the counselor had no need for test data or previous information. The counselor had the accumulated results of his years of learning, experiencing and living from which to draw.

Opportunities are offered to the reader to evaluate the manner in which some of the counselors carry out their interviews. The reader is permitted to judge the degree of the counselor's success.

Although this book would be of particular interest to the student counselor and the person being introduced to client-centered counseling, it could also serve as a measure of evaluation and an opportunity for retrospect for the experienced counselor. This book is well written and has many timely illustrations.—*Reviewed by LOUIS G. SCHMIDT, Professor of Guidance and Counseling, Orange County State College, Fullerton, Calif.*

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Among the Magazines

Editor, JULIA MASON HAVEN

THE REAL WEAKNESS IN AMERICAN SCHOOLS. *An Interview with the United States Commissioner of Education, Sterling M. McMurrin, U.S. News and World Report (August 28, 1961).* The United States Commissioner of Education recommends that specific and prompt action be taken to improve the quality of education. He would start with (1) improving the nature and quality of teacher education throughout the country; (2) careful examination of the kind of person entering the teaching profession and more rigid academic screening; (3) raising admission standards of teacher colleges; (4) tightening teacher certification requirements nationwide. While Commissioner McMurrin is not an advocate of "national standards" for teacher education, he strongly recommends that school administrators and teacher colleges publicize their requirements in regular efforts to upgrade the applicants.

His concluding remarks in the interview indicate the need for this nation to "clarify its goals" in education and other areas. It is essential to protect and "preserve the local control of education and yet achieve some national conception of what the end product of education must mean for this nation, in order to insure its strength." The entire interview carried many interesting points for consideration and would be worth careful scrutiny.

THE UNDERSTOOD CHILD. *By Harold Taylor. Saturday Review of Literature (May 20, 1961).* The opening preview of this article was so eye catching I quote it for your consideration: "Many boys and girls of the generation now coming into maturity have been reared in child-centered homes and educated in child-centered schools. Their entire lives have been closely supervised by parents, teachers, and guidance specialists deeply committed to the idea that understanding the child is of paramount importance.

"Does being 'understood' help a child into maturity or does it create new problems for

him by freeing him of personal responsibility and giving him nothing against which to rebel?"

Dr. Taylor goes on to say that American culture has become fascinated with its own analysis; that values are too often accepted uncritically; that we are developing a mass pattern of men and failing to develop individuals with independence, creativity, initiative and enterprise. Too many seek security-mindedness; caution; me-tooism; and conformity to the social image held before them in magazines, radio and television.

Educational and home reforms can be accomplished, but parents and teachers alike must conceive and re-examine their role and be willing to assume leadership and its accompanying responsibility. The youth of our country has been weighing in balance much of the national and world situation in which we live and reshaping ideals and convictions for themselves. To be understood is important; but it is also important to care about value of the mind, qualities of courage, needs of the world, ideals of honest effort in the service of others.

Harold Taylor is presently working on two books—one on education, the other on philosophy.

CAN YOU TELL IF YOUR CHILD IS READY FOR SCHOOL? *By Benjamin Spock. Ladies Home Journal (August 1961).* Probably no one has a wider reading audience among parents throughout the nation than Dr. Spock. His regular articles appearing in most "home subscription" magazines are heard quoted in the supermarket, in neighborhood discussions, on commuter trains and in school offices when enrollment time rolls around. This one will be well thumbed by the time parents decide whether to enroll their youngest in school.

Dr. Spock points out that most children enter according to a chronological calculation and this does not always coincide with the individual readiness. He states that in many first-grade rooms between thirty and fifty per cent of the entering pupils will not be ready for introduction to reading, writing and arithmetic. He explained reasons for this statement and discusses social and emotional feelings of the young child as he formally leaves the home

to become a part of a school group. His description of ways in which parents may become ready to "let go" of their young child so that he might become accustomed to the larger schoolroom program is a helpful one. Best of all, he presents the argument that a child will not profit from being pressed into the school situation if he is too young to accept it . . . and if it becomes a choice of "being the youngest in this year's class or the oldest in next year's first grade," he would prefer to have the child wait. Children do not miss what they cannot comprehend in the first place.

His comments will have certain weight in communities where there is increasing pressure to start academics in the kindergarten. Ability to "verbalize" among young children is being mistaken for skill in "thinking."

LIVE STUDENTS AND DEAD EDUCATION. *By Oscar Handlin. The Atlantic (September 1961).* While Mr. Handlin is referring in particular to high school, his remarks are also directed to elementary and

junior high school. Since it created so much comment from the moment it hit the newsstands, it seemed wise to bring it to the attention of all ACE'ers.

His facts are sharp enough to create concern in many directions. He starts giving census figures which relate to the schools. In a ten-year period between 1955 and 1965, the numbers of Americans between ages fifteen and nineteen have increased from eleven million to seventeen million. Twice as many students will receive diplomas in 1961 as did twenty years ago. More than ninety per cent of the boys and girls over five and under eighteen are now enrolled in some school. An even larger increase in the decade ahead may be anticipated because our birth rate is rising and economic trends are keeping youth in school longer.

The changing economic pattern in our society is creating the immediate concern for a total re-examination of the nature of our education. In Mr. Handlin's words, "A large part of the high school population finds itself enmeshed in an institution which has little relevance to present and future needs (of the individuals)." What he calls the "nineteenth century pattern," largely established by a Committee of Ten and defining culture in a series of frozen units of essential subject matter, is no longer adequate. It was chiefly concerned in preparing the high school graduate for college and assumed that only a select number would enroll in college. Today it is the practice (and not the select few) of most youth to enter for some period of time. Our economic structure is requiring this of today's youth.

A "decisive clarification of purpose" is essential if education is to serve youth today. It must be done with several things in mind: (1) What common attributes must be taught? (2) What economic changes must be reckoned with to prepare the youth for the twentieth and twenty-first centuries? (3) What are common fundamentals? And last: "What is taught simply cannot be equated with what is learned and retained." How can we do better what we are doing? Mr. Handlin believes there is a way to meet this challenge at all educational levels and still endow students to the limits of their abilities with the common attributes of our culture.

SPECIAL STUDENT GROUP SUBSCRIPTION OFFER

Students are offered a special subscription rate to **CHILDHOOD EDUCATION**, ACEI's official magazine. The magazine, published September through May, is offered to groups of ten or more students at the rate of 30¢ per copy per student.

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Over the Editor's Desk

Dear Readers:

Christmas season, with all its festive preparation in homes, churches, organizations, stores, streets and other places, is one which brings children to a high pitch of excitement and anticipation. Sometimes the joy and spirit of the season are completely lost.

It seems to me schools should then make plans to lessen strain, heighten joy and give satisfaction—preferably by planning with the children simple, childlike activities in keeping with daily classroom living which not only foster effective learning and satisfaction but are in tune with the season's merry spirit.

However, many schools plan big "productions" in which only the "best performers" compete for parts. Lavish costumes, colored klieg lights, strained, loud voices are all a part of this "show." This kind of exploitation results in greater tension for children and only satisfaction to a few parents' egos.

Two schools I shall describe did not aim to entertain adults or exploit children. To the contrary, their foremost purpose was to bring the joy of the holiday season to all in the school: children, teachers and school workers alike. True, these schools did not entirely succeed in doing so; however, they seemed to come closer to it than *most* schools.

School I was a small public school (kindergarten through third grade) in the heart of a new small-house tract on the West Coast. It had no multi-purpose room nor auditorium. Together teachers and children planned something suitable and childlike as a gift to bring home to their families.

Some of the kindergarten children brought home a mounted painting made during the fall. (Some paintings were in the *experimental stage*, others in the *design stage*, others in the *representative stage*, and still others in *all stages in between*.) Through attendance at study groups, parents had begun to accept these paintings as stages of their child's development. The teacher wrote captions in manuscript writing on some when requested by the children: "To My Family" or "To Mom and Dad" or "Merry Christmas to Everyone." No dittoed work here!

Other children brought home a painted and shellacked clay piece or a drawing mounted on cardboard as a table doily. Each one

brought home *one* thing to be shared in the family.

First-graders wanted to share school songs they had learned during the fall. "My mother doesn't know our songs. Sometimes she says *different words*," was the remark that started the idea. The teacher agreed to have pages of their favorite songs (and a few Christmas songs) duplicated. The children decorated the cover and back page for the booklet. Again, these covers were in all stages of development: some were borders of wiggly lines and dots, others were many colored designs, some were pictures. Although no two were alike, *all* were bright and attractive!

The second- and third-graders (a combined class) decided they wanted to go carolling in the school neighborhood. (They also made original gifts for their families.) First they experimented with newspaper in designing a big "choir" collar and then made them out of wrapping paper to be pinned over coats and sweaters. The carolling idea spread to the other grades, so the teachers scheduled groups to go carolling. Mothers, grandparents—and some fathers home on their day off—later reported how much they had enjoyed the carolling. Their children sang not only Christmas songs but also lullabies and favorite songs learned earlier in the fall. ("Brother John," the French song with its good walking rhythm, had long been a favorite and made a good one for carolling.) Some songs, such as lullabies, worked out best when the children stood still. Crossing streets were silent times and safety rules were observed.

School II was a large public school (kindergarten through sixth grade) situated in a high socio-economic residential area on the East Coast. Most of the children were transported to school by bus, although distances were not great. In the snowy holiday season, the children came into the school building upon arrival in the mornings.

Two weeks before Christmas vacation children, teachers, custodians, parents and supervisors (those in the building for one reason or another) gathered in the hall around the piano and sang Christmas songs. Some days a violin accompanist joined the group. Some could only stay a short time, but others stayed the entire period.

The children from each classroom made original Christmas tree decorations of many materials. After the huge Christmas tree had

been set up in the center of the multi-purpose room, the youngest children began to hang their childlike decorations on the lowest branches. Other groups followed. With the use of a ladder the fifth- and sixth-graders completed the job at the top of the tree. Indeed, it was a tree laden with creative ideas!

Carols—from many lands and new to the children—had been learned in the current season. From these were chosen a favorite. The teachers decided upon a carol familiar to the entire school, and this one was used for carolling from all the classrooms through the halls to the multi-purpose room on the appointed day. What a sight and sound! Off-key tunes came from the young (and the older ones, too) as they caroled through the corridors to the darkened multi-purpose room. Here the children momentarily stood, awed by the brightly lighted tree! Teachers guided the young children to the designated place on the floor around the tree; the older ones filled in around them. A few parents who were visiting that day stood around the walls. (They had not been especially invited, for this was the *children's* tree.) Then each group stood to sing its favorite Christmas song. One class of the older children briefly dramatized the Christmas story on the stage. Others did some choral speaking with Christmas verses. When

all had feasted their eyes on the tree and shared their simple programs, they returned to their classrooms.

This kind of school celebration had a minimum amount of strain and tension. The morning "sing" in the hall was a come-and-go affair dependent upon time, other responsibilities and desire. The childlike tree decorations were made in each classroom; the new songs to be sung in the multi-purpose room were learned in the classrooms, too. It was the teacher's job to bring the classes out into the halls and to blend the carol into the group already singing. The older children's jobs were to see that the lights were out in the multi-purpose room and that all the Christmas tree lights were in order. Responsibilities were shared according to ability and age; creative ideas were expressed in tree decorations and hung before *the* day. This freed all the children to enjoy and share in making the school Christmas a happy one.

These underlying principles hold true for celebration of other festivals as well.

... and now a joyful season to you!

Sincerely,



EACH YEAR A ST. LOUIS ACE COMMITTEE DECORATES THE EUGENE FIELD HOUSE and a Christmas tree on the second floor.

One year an elderly Polish woman was brought in by her two sons, both in army uniform. Because "Mama" could not climb the stairs, her sons carried her by making a basket with their arms. She sat quietly for several minutes looking at the tree, saying nothing. Soon big tears quietly rolled from her bright and alert eyes. Mr. Lahmann, the Field House caretaker, asked why she was crying. Her answer in Polish was translated by a son: "When we had trees like this, we had a much nicer time. The world was not so fast and people were much more friendly."—HARRIET BICK, *St. Louis*.

Children enjoy Christmas at home.

Courtesy Inland Steel Co., Chicago



NEXT MONTH

"Environment for Skills"—January 1962's issue of CHILDHOOD EDUCATION, suggests a wide variety of settings, materials and practices for effective learning:

Editorial, by Wanda Robertson, University of Utah, Salt Lake City, and chairman, CHILDHOOD EDUCATION Editorial Board. "Children learn early to use skills to serve their purposes when given the opportunity."

"Language Opportunities," by Virginia M. Reid, supervisor of elementary education, Oakland Public Schools, California. "Never have opportunities (for language growth) been richer. We need to explore *where* they are, determine *what* they are and discover *who* helps them to arise."

"Building on Children's Eagerness To Read," by Lorene Fox, Queens College, The City University of New York, gives challenging ways to work with children to use reading today.

"A Setting for Effective Social Learnings," by Pauline Hilliard and Edna Ambrose, University of Florida, Gainesville. The school is a structured environment for the child—a place where people, time, space, materials, activities and sensitive adults help him to refine and build skills for social learnings.

"Time for Science," by Ruth Roche, San Fernando Valley State College, Northridge, California. Creating an environment for science takes time. TIME for

- teachers to listen to children's questions and problems
- children to find answers to their questions
- children to think their way through problems
- children to think their way to ideas.

Peggy Brogan, educational consultant, New York, writes on new mathematics. "Let us set up learning environments and build curricula wherein *all* children can be helped to create the significant and needed continuity between concrete and abstract factors so central to human living."

Literature with Children

Just off the press!

Parents and others concerned with children two to twelve years of age will welcome the latest ACEI bulletin, *Literature with Children*.

Actually a "textbook in miniature," this fifty-six-page bulletin contains articles by eleven people with wide experience in bringing children and good literature together. The authors cite many books and poems for children (about 200), including some for adults, and suggest ways of using them with children. All of the references are documented.

Contents

Providing Balanced Contacts with Literature for Children: Leland B. Jacobs, Professor of Education, Teachers College, Columbia University, New York

Enjoying Great Stories and Classics: Mabel F. Altstetter, Professor of English Emeritus, Miami University, Oxford, Ohio

Fostering Independent Reading at Home and School: Miriam E. Wilt, Professor of Elementary Education, Temple University, Philadelphia, Pennsylvania

Stories and the Curriculum: May Hill Arbuthnot, Western Reserve University, Cleveland, Ohio

The Librarian and the Literature Program: Christine B. Gilbert, Librarian, Plandome Road School, Manhasset, Long Island, New York

Records of Children's Reading: Ferne Shipley, Associate Professor, Early Childhood Education, Kent State University, Kent, Ohio

Making Poetry Live with Children: Leland B. Jacobs

Choral Reading in the Classroom: Ruth G. Strickland, Professor of Education, Indiana University, Bloomington, Indiana

Storytelling: Ruth Tooze, Director, The Children's Book Caravan, Evanston, Illinois

Extending Creative Experiences Through Literature: Evelyn Wenzel, University of Florida, Gainesville, Florida

Using Audio-Visual Materials with Literature: Shelton L. Root, Jr., Associate Professor of Children's Literature, Wayne State University, Detroit, Michigan

Coping with Comics: Constance Carr McCutcheon, Former Editor of CHILDHOOD EDUCATION, Eagle Grove, Iowa

Serving as bulletin adviser was Leland B. Jacobs.

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